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ABSTRACT

This fourth annual compilation contains resumes of ongoing projects in career education, vocational education, and education and work that are funded by contracts and grant awards administered by the following agencies: the U.S. Department of Education's Division of Career Education, Office of Vocational and Adult Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services; the National Center for Education Statistics; and the U.S. Department of Labor. The document consists of three sections. Included in the first section are descriptions of the above-mentioned federal agencies and a list of key personnel. Section 2 consists of 101 project resumes, each of which contains the following: project title, accession number, total project dollars, project officer, project director, organization name and address, organization type, organization location, administering agency, contract/grant number, project number, funding period, fiscal year funding, descriptive note, ERIC descriptors, identifiers, and abstract. Provided next are six indexes arranged according to subject, project director, organization, sponsoring agency, geographic location (state and U.S. Congressional District), and contract or grant number. (MN)

ED223888

Projects in Progress—FY 1981

A Report for
The Coordinating Committee on Research in Vocational Education

Compiled by
The National Center Clearinghouse

Developed by
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Sponsored by
The Office of Vocational and Adult Education
U.S. Department of Education
Under the Authority of the Programs of National Significance of the Vocational Education Act

June 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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CE 034 460

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CONTENTS

Foreword v

Executive Summary vii

INTRODUCTION

Purpose ix
Procedures ix
Using This Report ix

SECTION 1. COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

Office of Vocational and Adult Education xiii
Division of Career Education xiv
National Institute of Education xiv
Fund for the Improvement of Postsecondary Education xv
Office of Special Education and Rehabilitative Services xvi
Contact Persons in Sponsoring Agencies xvii

SECTION 2. PROJECT RESUMES

Sample Resume xx
Office of Vocational and Adult Education 1
Programs of National Significance 1
Projects of National Significance 1
National Center for Research in Vocational Education 5
Curriculum Coordination Centers 12
Personnel Development Program 14
Division of Career Education 15
National Institute of Education 17
Fund for the Improvement of Postsecondary Education 21
Office of Special Education and Rehabilitative Services 31
National Center for Education Statistics 33
U.S. Department of Labor 35

SECTION 3. INDEXES

Subject Index 37
Project Director Index 49
Organization Index 53
Sponsoring Agency Index 57
Geographic Location Index 59
Contract/Grant Number Index 63

APPENDIX

Vocational Education Graduate Leadership Development Program 67

Foreword

Educators must be aware of ongoing vocational education research and development projects in order to keep abreast of new exemplary practices and products, to facilitate incorporation of innovations into programs, and to reduce duplication of effort. The National Center for Research in Vocational Education, through the National Center Clearinghouse, is pleased to assist in disseminating pertinent research and development information by compiling this record of federally administered projects in career education, vocational education, and education and work. The publication provides researchers, program planners, curriculum developers, evaluators, teacher educators, counselors, teachers, and administrators with an easy-to-use compendium of projects in progress.

We wish to thank staff members of the participating federal agencies for project information. Claudette Eryasha, Office of Vocational and Adult Education (ED), coordinated the acquisition activities as liaison officer for the Coordinating Committee on Research in Vocational Education.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Carl F. Oldsen, Research Specialist; Patricia Arthur and Ruth Gordon, Program Associates; Laurian Miguel, Program Assistant; Naomi Jacobs, Librarian; and Marilyn Deal, Typist.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

Executive Summary

This fourth annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Department of Education's Office of Vocational and Adult Education, Division of Career Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services. These agencies form the Coordinating Committee on Research in Vocational Education. Also included in this publication are projects administered by the National Center for Education Statistics and U.S. Department of Labor. The publication is organized in three sections. Section 1 includes descriptions of the federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 comprises six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. congressional district), and contract or grant number. Project resumes are grouped by administering agency. Included in the Office of Vocational and Adult Education's Programs of National Significance are Projects of National Significance, the National Center for Research in Vocational Education, Curriculum Coordination Centers, and Personnel Development Program. Each resume includes bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided. The Appendix lists the institutions and teacher educators participating in the Personnel Development Program. Reports for fiscal years 1978, 1979, and 1980 are available in ERIC as ED 174 781, ED 189 362, and CE 030 390.

INTRODUCTION

Purpose

This fourth annual compilation provides information on current federal projects administered by the Coordinating Committee on Research in Vocational Education in the areas of career education, vocational education, and education and work. The Coordinating Committee comprises five U.S. Department of Education agencies: Office of Vocational and Adult Education, Division of Career Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services. Also included in the publication are selected projects administered by the National Center for Education Statistics and U.S. Department of Labor.

Procedures

Each of the above agencies submitted information about projects to be included in the publication according to timeliness and content criteria established by the Coordinating Committee. Projects reported were in progress as of February 15, 1982, including those awarded fiscal year 1981 funds and ongoing projects funded in previous fiscal years; focus was on career education, vocational education, or education and work.

Guidelines for abstracting descriptions of projects were adopted from the *ERIC Processing Manual,* and subject terms were selected from the *Thesaurus of ERIC Descriptors.*

Production services for the publication were provided by Bibliographic Retrieval Services Inc., 1200 Route 7, Latham, New York 12110.

Using This Report

The publication is organized in three sections. Section 1 presents descriptions of the federal agencies, names of key personnel, and a list of project officers and their telephone numbers. Section 2 contains project resumes. Section 3 includes six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. congressional district), and contract or grant number.

Project resumes in section 2 are grouped by administering agency. The accession number assigned to each project is a permanent number; therefore, a continuing project appearing in subsequent publications will have the same number. The Office of Vocational and Adult Education's Programs of National Significance include Projects of National Significance, National Center for Research in Vocational Education, Curriculum Coordination Centers, and Personnel Development Program. Table 1 shows the number of project resumes within each agency and subgroup.

Table 1

Agency	Number of Project Resumes
Office of Vocational and Adult Education	
Programs of National Significance	
Projects of National Significance	14
National Center for Research in Vocational Education	26
Curriculum Coordination Centers	6
Personnel Development Program	1
Division of Career Education	4
National Institute of Education	12
Fund for the Improvement of Postsecondary Education	25
Office of Special Education and Rehabilitative Services	6
National Center for Education Statistics	7
U.S. Department of Labor	2
Total	103

Resumes in this compilation reflect major program areas rather than the exact number of currently funded contract and grant awards. For example, the resume for the Personnel Development Program represents a total of eighteen grants to institutions. In contrast, each major task within the contract for the National Center for Research in Vocational Education is described in a separate resume in order to provide more detailed information about the overall scope of work performed under one contract.

Each resume includes bibliographic information and a summary focusing on project objectives and procedures. The sample resume on page xx explains the terms used. For clarification of funding levels, the reader should give attention to the note whenever it appears. Total project dollars shown for each project reflect funds allocated through fiscal year 1981.

The indexes in section 3 provide six ways of accessing project information: subject, project director, organization, sponsoring agency, geographic location, and contract or grant number. A sample entry and instructions accompany each index.

The Appendix lists the institutions participating in the Vocational Education Graduate Leadership Development Program. For each institution, the following information is provided: number of awardees, teacher educator, grant number, and congressional district of the institution.

SECTION 1

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

The Coordinating Committee on Research in Vocational Education was established within the U.S. Department of Education by the U.S. Congress under the Education Amendments of 1976 (PL 94-482). The Coordinating Committee, which represents the Office of Vocational and Adult Education, the Division of Career Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, and the Office of Special Education and Rehabilitative Services, is charged with developing a plan for each fiscal year to establish national priorities for the use of funds available to these agencies for research, development, exemplary and innovative programs, and curriculum development in vocational education, career education, and education and work. It also coordinates the agencies' efforts to achieve these national priorities, in order to reduce duplication of effort, and develops a management information system for the projects funded pursuant to this plan in order to achieve the best possible monitoring and evaluation of these projects and the widest possible dissemination of their results. Each of the government agencies administering programs in the areas cited is described below in more detail.

Office of Vocational and Adult Education (OVAE)

The Office of Vocational and Adult Education administers the vocational education discretionary programs, which are divided into categories under Programs of National Significance, including Projects of National Significance, National Center for Research in Vocational Education, Curriculum Coordination Centers, and Personnel Development Program.

Projects of National Significance. Designed to deliver information and products to personnel at the state level, the projects reflect congressional, state, professional association, and public concerns regarding the improvement of vocational education and range from one to three years in duration. Contracts may be awarded to public organizations, institutions, and agencies; nonprofit institutions and agencies; and individuals.

National Center for Research in Vocational Education. The purpose of the National Center is to (1) conduct applied research and development activities, (2) provide leadership development activities for state and local leaders in vocational education, (3) disseminate the results of vocational education research and development, (4) maintain a clearinghouse on research and development projects supported by the states and the U.S. Department of Education, (5) generate national planning and policy development information, and (6) provide technical assistance to state, local, and other public agencies in developing methods for evaluation of vocational education programs.

Curriculum Coordination Centers. The national network of six curriculum coordination centers is a major resource for diffusion of curriculum materials and assistance with development and management practices. State and local vocational education agencies are served by state-appointed liaison representatives to the six regional centers. A major function of each center is to provide

leadership in curriculum information resources. Other center functions, which may vary according to regional needs, include (1) identifying curriculum needs, (2) coordinating curriculum development activities, (3) field-testing and evaluating, (4) collecting and disseminating information on new materials and those under development, (5) responding to requests for materials and information, (6) providing curriculum inservice training, and (7) providing technical assistance.

Personnel Development Program. The Graduate Leadership Development Program provides opportunities for experienced vocational educators to devote full time to an advanced study program lasting no more than three years. Awards are made to selected individuals to attend an approved institution of their choice.

Division of Career Education (DCE)

The Division of Career Education within the Office of Elementary and Secondary Education administers the two programs authorized by the Career Education Incentive Act of 1977 (PL 95-207): a large state plan/state allotment program and a smaller discretionary program.

Under the state plan/state allotment program, each state desiring to participate submits a state plan for career education for approval by the U.S. Department of Education. Funds appropriated by Congress each fiscal year are then divided among the participating states, each state being allotted a pro rata share of the funds based on the state's population of individuals aged five to eighteen. State education agencies administer career education implementation in elementary and secondary schools.

Under the discretionary program, the U.S. Department of Education awards grants and contracts to support the following demonstration and dissemination projects:

- Model demonstration projects dealing with career education at the elementary/secondary level
- Demonstration projects dealing with career education at the postsecondary level
- Dissemination of information about federal sources of occupational and career information
- Dissemination of information about exemplary career education programs in operation

Eligible applicants for model demonstration projects at the elementary/secondary level include state and local education agencies, postsecondary education institutions, and other nonprofit agencies and organizations. Eligible applicants for postsecondary level demonstration projects include postsecondary education institutions, public agencies, and nonprofit private organizations.

Dissemination of information about federal sources of occupational and career information is accomplished through the National Occupational Information Coordinating Committee (NOICC), whereas the dissemination of information about exemplary career education programs is accomplished through the National Diffusion Network (NDN).

National Institute of Education (NIE)

The National Institute of Education's authorizing legislation requires NIE to provide leadership in conducting and supporting scientific inquiry into the educational process. NIE develops and disseminates improved education practices and products, currently concentrating on six priority problem areas: basic skills, educational equity, finance and productivity, school capacity for problem solving,

education and work, and dissemination. Programs in these areas are managed by three groups: Teaching and Learning, Educational Policy and Organization, and Dissemination and Improvement of Practice. Research related to education and work is supported by all three groups.

NIE's teaching and learning program supports research on literacy, the nature of good teaching, how children and adults learn, how to measure what is learned, and how to improve the substance of what is taught. The program is concerned with education at all levels (preschool through adulthood) in both formal and informal settings. The educational policy and organization program supports research to improve educational policymaking, promote more effective management and governance of educational institutions, and increase the general understanding of educational finance issues. The program on dissemination and improvement of practice seeks to ensure that the results of educational research and development are made available in usable form to those who need them. To that end, the program supporting research and regional service activities is designed to increase the effective use of R&D results in improving educational practice.

Approximately 80 percent of NIE's funds in the current fiscal year provide continuing support for long-term research and development programs. Remaining funds support new activities.

Colleges, universities, state departments of education, local education agencies, and other public or private nonprofit agencies, organizations, groups, and individuals usually are eligible for grants. Corporations, institutions, and agencies whose net earnings accrue to the benefit of private shareholders or individuals also are eligible to receive awards from NIE but will be awarded a contract rather than a grant.

NIE support is restricted to research and development projects in education, such as basic and applied research, planning surveys, evaluations, investigations, experiments, and developmental activities directly related to educational research. NIE generally does not fund service projects, operational costs, projects that appear to duplicate existing ones, or projects offering standard services or routine analyses.

Fund for the Improvement of Postsecondary Education (FIPSE)

Established by the Education Amendments Act of 1972, FIPSE awards one- to three-year grants to encourage reform, improvement, and innovation in postsecondary institutions or agencies. Seventy percent of all grants are awarded to colleges, universities, and other postsecondary institutions; 30 percent are awarded to associations, state agencies, professional organizations, libraries, museums, labor unions, community organizations, and other agencies which have significant roles in postsecondary education and services. In making awards, the agency looks for significant improvements in educational practice. Projects range from appropriate adaptations of existing models in new settings to bold departures from current practice.

Many of the projects receiving awards each year emphasize the relationship between education and work. Recently, other trends have received attention, such as increased adult participation in postsecondary education, the need to integrate liberal arts and career education more effectively, and applications of new educational technology. Although FIPSE may support applied assessment and evaluation efforts having a fairly immediate impact on policy and practice, it does not support basic research.

Office of Special Education and Rehabilitative Services (OSERS)

The two research programs operating within the general headings of special education and rehabilitation research are the Research Projects Branch in Special Education and the National Institute for Handicapped Research. Authorization for these programs was established by part E of PL 91-230 and section 504 of the Rehabilitation Amendments of 1978.

The Research Projects Branch is concerned with established priorities focusing on the general category of educational issues confronting PL 94-142, applied research, nondiscriminatory testing, transition from school to work, provision of related services, parental involvement, attitudinal problems, and the nonvocal severely handicapped. In addition, the deinstitutionalization of the handicapped and the development of appropriate skills to foster education services delivery in the least restrictive environment will be addressed.

The National Institute for Handicapped Research has the primary objective of paying part of the cost of projects to plan and conduct research, demonstrations, and related activities for developing methods, procedures, and devices to assist in providing vocational and other rehabilitative services to handicapped individuals, especially those with severe handicaps. In addition, the institute will be involved in such programs as development of research and training centers to train and coordinate research in conjunction with higher education institutions, rehabilitation engineering research, joint projects with other federal agencies, telecommunications systems research, and research in rehabilitation of all age groups.

For more detailed information about these agencies and their procedures for awarding grants and contracts, the reader is directed to the "Guide to Federal Funding in Career Education, Education and Work, and Vocational Education," a brochure available from Dr. Howard Hjelm, Director, Division of National Vocational Programs, Office of Vocational and Adult Education, Seventh and D Streets, SW, Room 5042, Washington, DC 20202.

Contact Persons in Sponsoring Agencies

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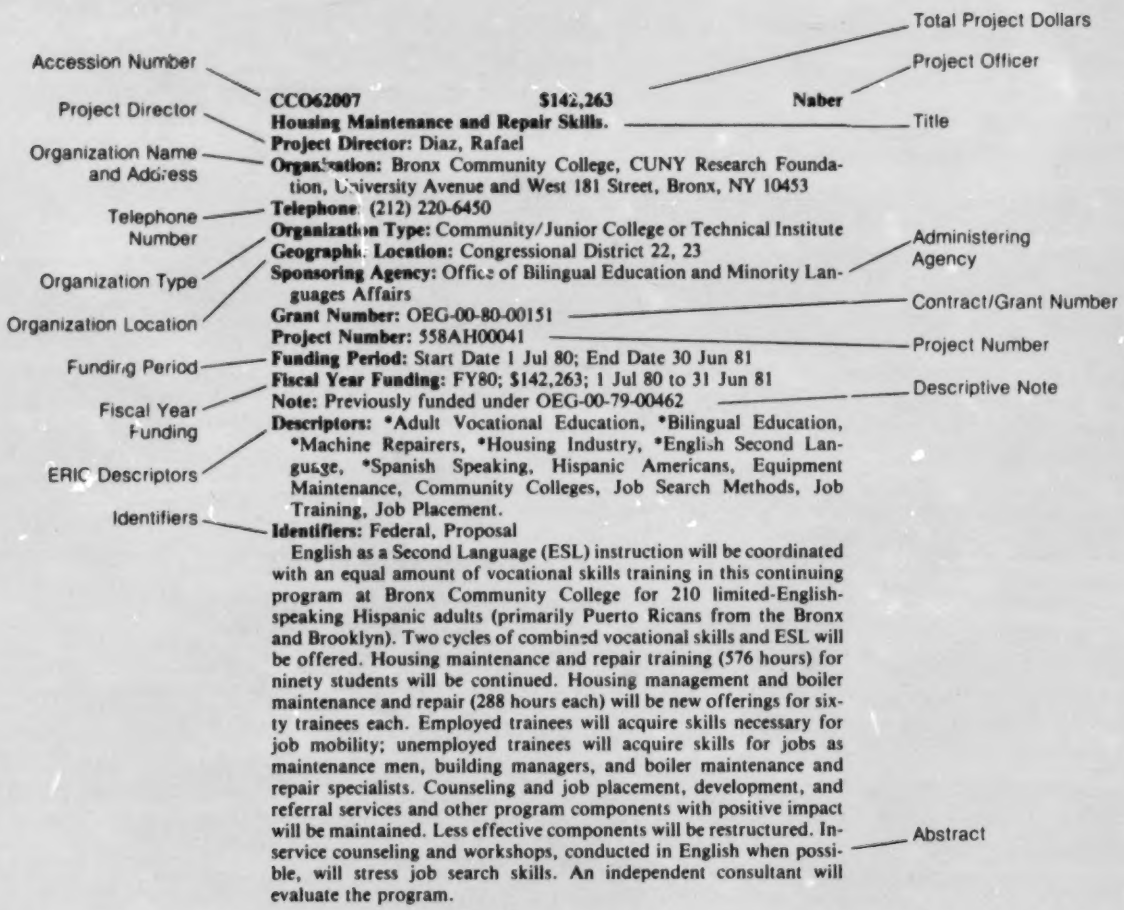
SECTION 2

PROJECT RESUMES

Sample Project Resume



CCO62007 **$142,263** **Naber**

Housing Maintenance and Repair Skills.

Project Director: Diaz, Rafael

Organization: Bronx Community College, CUNY Research Foundation, University Avenue and West 181 Street, Bronx, NY 10453

Telephone: (212) 220-6450

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 22, 23

Sponsoring Agency: Office of Bilingual Education and Minority Languages Affairs

Grant Number: OEG-00-80-00151

Project Number: 558AH00041

Funding Period: Start Date 1 Jul 80; End Date 30 Jun 81

Fiscal Year Funding: FY80; $142,263; 1 Jul 80 to 31 Jun 81

Note: Previously funded under OEG-00-79-00462

Descriptors: *Adult Vocational Education, *Bilingual Education, *Machine Repairers, *Housing Industry, *English Second Language, *Spanish Speaking, Hispanic Americans, Equipment Maintenance, Community Colleges, Job Search Methods, Job Training, Job Placement.

Identifiers: Federal, Proposal

English as a Second Language (ESL) instruction will be coordinated with an equal amount of vocational skills training in this continuing program at Bronx Community College for 210 limited-English-speaking Hispanic adults (primarily Puerto Ricans from the Bronx and Brooklyn). Two cycles of combined vocational skills and ESL will be offered. Housing maintenance and repair training (576 hours) for ninety students will be continued. Housing management and boiler maintenance and repair (288 hours each) will be new offerings for sixty trainees each. Employed trainees will acquire skills necessary for job mobility; unemployed trainees will acquire skills for jobs as maintenance men, building managers, and boiler maintenance and repair specialists. Counseling and job placement, development, and referral services and other program components with positive impact will be maintained. Less effective components will be restructured. In-service counseling and workshops, conducted in English when possible, will stress job search skills. An independent consultant will evaluate the program.

Office of Vocational and Adult Education

Programs of National Significance

Projects of National Significance

CC011009 1,685,141 Zwillinger

Development of Competency Measures for Vocational Skill Areas.

Project Director: Chalupsky, Albert B.
Organization: American Institutes for Research in the Behavioral Sciences, PO Box 1113, Palo Alto, CA 94302
Telephone: (415) 493-3550
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 12
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0735
Project Number: 498MH90014
Funding Period: Start Date 01 Oct 79; End Date 3 Sep 82
Fiscal Year Funding: FY79; $1,685,141; 1 Oct 79 to 30 Sep 82
Descriptors: *Criterion Referenced Tests, *Job Skills, *Minimum Competency Testing, *Program Evaluation, *Program Improvement, *Test Construction Workshops
Identifiers: Federal, Proposal
Note: Monies allocated in FY 1979 will fund the project through September 30, 1982

The objectives of this project are to develop, validate, and disseminate tests for use in assessing the competencies of vocational education students, evaluating and improving the quality of vocational education programs, and assisting employers in identifying the competencies of prospective employees. Specifically, the project will (1) develop occupational competency tests in fourteen selected occupations for use in vocational education programs; (2) field test the competency tests to establish their validity; (3) disseminate information about the student competency tests to facilitate their acceptance; and (4) design and help implement a plan for the continued development of occupational competency testing on a self-supporting basis. The tests developed will encompass affective, cognitive, and performance elements of occupational competency. For each occupation that is selected for test development, a critical review will be made of existing performance requirements information and a task analysis conducted. The tests will be subjected to intensive review, nationwide field testing, and validation in schools and in cooperating business and industrial organizations. A national workshop will then be conducted to orient state education agency and postsecondary personnel from all states and outlying areas. Project staff will provide technical assistance to selected states as they begin to incorporate the tests into their regular school programs and, in addition, will develop plans and help other agencies initiate competency test development for other occupations. The products and results of this project will provide an objective means for communicating, particularly to students, parents, and teachers, the progress that has been made in preparing individual students for specific jobs.

CC011015 348,140 Holmberg

Basic Skill Development through Vocational Education.

Project Director: Dunn, James
Organization: State University of New York, Cornell Institute for Research and Development in Occupational Education, Department of Education. Stone Hall, Ithaca, NY 14853
Telephone: (607) 256-6515
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 27
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0744
Project Number: 498AH90014
Funding Period: Start Date 01 Oct 79; End Date 3 May 82
Fiscal Year Funding: FY79; $348,140; 1 Oct 79 to 31 May 82
Descriptors: *Basic Skills, *Resource Materials, *Guides, Remedial Programs, Program Development, Minimum Competency Testing, Secondary Education, Technical Assistance, Instructional Materials
Identifiers: Federal, Proposal

The project will (1) identify resources available for vocational educators' use to enhance basic skill competencies; (2) develop appropriate teacher guides and resource handbooks to provide information about basic skills curricula, materials, and instructional techniques; (3) field test, revise, and disseminate the guides and handbooks; (4) conduct a series of workshops to introduce the guides and handbooks; and (5) provide technical assistance in materials implementation. Project procedures will include a literature search and review; use of consultants and personal interviews to obtain first-hand information; the appointment of a Project Advisory Committee; determination of test types and methods of test administration; assessment of entry level competencies; planning and execution of guide field testing; thorough identification of potential material users; and the planning, execution, and subsequent evaluation of dissemination workshops in six regional centers. Expected benefits are the provision of materials that will assist vocational educators to identify basic skill requirements for entry level jobs and that will meet the basic skill needs of secondary level vocational education students.

CC011017 683,548 DiCola

Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.

Project Director: Katz, Douglas S.; Nerden, Joseph T.
Organization: Conserva, Inc, Suite 110-112, 401 Oberlin Road, Raleigh, NC 27605
Telephone: (919) 832-7717
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0796
Project Number: 498AH90019
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 82
Fiscal Year Funding: FY79; $683,548; 1 Oct 79 to 30 Sep 82
Descriptors: *Volunteers, *Urban Areas, *Information Dissemination, *Technical Assistance, Resource Materials, Guides, State Of The Art Reviews, Workshops, Advisory Committees, Demonstrations Educational, Organizational Communication, Program Evaluation, Diffusion, Films
Identifiers: Federal, Proposal
Note: Conserva, Inc. also maintains an office in Washington, DC. Phone: (202) 466-2648

The overall goal of this project is to identify, describe, analyze, and disseminate information about the problems, issues, methods, models, and procedures that will lead to increased use of volunteers to provide vocational education services to youth and adults in urban areas. Project objectives are to (1) establish communication linkages with agencies, organizations, and groups concerned with increased use of volunteers; (2) identify and collect information relevant to planners and policy-makers; (3) analyze in detail the collected data to determine information relevant to planning, policymaking, and evaluation of

volunteer programs; (4) prepare and disseminate a state-of-the-art review of past and present programs and practices; (5) develop, demonstrate and disseminate a resource handbook; and (6) conduct four regional workshops to develop diffusion strategies to promote volunteerism. Specific procedures include the establishment of a seventeen-member Project Advisory Committee to provide overall guidance and review as well as to serve as major project communication link with volunteer and vocational agencies; a plan to test the efficacy of the resource handbook through subcontracted demonstrations in selected urban sites by actual volunteer placement in specific positions, supervision of volunteers, evaluation, and report of program operation; diffusion workshops which will play a central role in project dissemination efforts; and a tripartite product, process, and impact evaluation plan. Final deliverables include project fliers (500 copies), State of the Art Summary (1,000 copies), an orientation film, a Final Resource Handbook (1,000 copies), a Resource Handbook Field Test Data to present demonstration results (1,000 copies), and a final report. This project will result in the identification, collection, and provision of information to assist federal, state, and local policymakers, planners, and program operators in formulating and evaluating alternative strategies for improving the use of vocational volunteers in urban areas.

CC011021 516,258 DiCola

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.

Project Director: Paul, Krishan
Organization: American Vocational Association, 2020 North 14th Street, Arlington, VA 22201
Telephone: (703) 522-6121
Organization Type: Professional Association
Geographic Location: Congressional District 10
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0762
Project Number: 498MH90011
Funding Period: Start Date 01 Oct 79; End Date 3 Mar 82
Fiscal Year Funding: FY79; $516,258; 1 Oct 79 to 31 Mar 82
Descriptors: *Guidelines, *Economic Development, *Agency Cooperation, *Demonstration Programs, *Job Development, *Coordination, Information Dissemination, State Of The Art Reviews
Identifiers: Federal, Proposal

The purpose of the study is to promote and expand the role of vocational education in economic development. While collaborative planning among vocational educators, business-industry, and government agencies does exist, the goal of this study is to foster additional efforts in other locations. Four major components are (1) the identification and analysis of existing programs which directly link training to job creation-development; (2) the development of a set of guidelines—a type of users' guide—which indicates the elements of effective programs and how to replicate those; (3) the widespread dissemination of these guidelines to potential users—vocational educators, business-industry training coordinators, and state and community developers; and (4) the selection of new sites and the establishment, through technical assistance, of new programs. A fifth emphasis will be on the dissemination of information about the project itself to create a general nationwide awareness of project activities, objectives, and outcomes. Thirteen separate tasks, each involving a number of activities, constitute the overall plan and procedures. The most important outcome of this project will be the advancement of the coordination process among agencies in planning and operating education for work. Outcomes will include information about where these concepts are effectively implemented, recently established programs, and how additional programs in new sites could be developed. With certain products of the project, particularly the guidelines, the process of collaborative, coordinated planning will be implemented in many new locations. Specific deliverables will include: self-mailing flier, state-of-the-art report, standards for assessing innovative linkages, guidelines for stimulating cooperative linkages, workshops and materials, criteria and implementation strategies of model programs, documentation of technical assistance, and other reports.

CC011025 346,543 Brooking

Energy Conservation Vocational Instructional Materials.

Project Director: Rassen, Rachel L.
Organization: American Institutes for Research in the Behavioral Sciences, PO Box 1113, 1791 Arastradero Road, Palo Alto, CA 94302
Telephone: (415) 493-3550
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 12
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0956
Project Number: 498MH00019
Funding Period: Start Date 01 Oct 80; End Date 3 Mar 82
Fiscal Year Funding: FY79; $346,543; 1 Oct 80 to 31 Mar 82
Descriptors: *Material Development, *Energy Conservation, *Learning Modules, Instructional Materials, Curriculum Study Centers, State of the Art Reviews, Secondary Education, Postsecondary Education, Inservice Teacher Education
Identifiers: Federal, Proposal
Note: Monies allocated in FY 1979 will fund the project through March 31, 1982

Vocational education instructional materials for energy conservation concepts and skills will be developed, then disseminated and diffused to vocational educators. A state-of-the-art report about efficient energy use and conservation training materials will be prepared, and energy issues broadly applicable to worker motivation will be determined and reported. A competency-based module dealing with one issue will be developed. Twenty-three additional modules (self-contained instructional units for individual or group instruction) will be drafted for instructional areas chosen from forty selected areas, ranked and divided into seven major vocational education program areas. An instructor learning activity package (LAP) will be designed to assist vocational instructors in helping students observe and analyze energy use in a vocational instructional setting and in a work place. Additionally, two energy use and conservation activities, one each for secondary and postsecondary vocational students, will be designed and developed. All products will be critically reviewed and revised. Six workshops, one in each geographic area served by a curriculum coordination center, will be conducted to familiarize key vocational education personnel with project products and to simulate product dissemination and use. Participants will be trained to train instructors to infuse project materials into curricula. The modules, the LAP, and the activities will be disseminated to workshop participants, the six curriculum coordination centers, and the National Center for Research in Vocational Education. Two fliers, one information and one promotional, will be disseminated. Presentations will be made at at least two national conferences. A panel of experts representing vocational education and public and private sectors will assist with the project. A final report will be written.

CC011028 323,551 Brooking

Improvement of Related Instruction in Apprenticeship Programs.

Project Director: Rice, Eric
Organization: Conserva, Inc, 1735 Eye Street, NW, Suite 805, Washington, DC 20006
Telephone: (202) 223-5677
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0937
Project Number: 498MH00025
Funding Period: Start Date 01 Oct 80; End Date 3 Sep 82
Fiscal Year Funding: FY79; $323,551; 1 Oct 80 to 30 Sep 82
Descriptors: *Apprenticeships, *Learning Modules, *Competency Based Education, *Competency Based Teacher Education, *Position Papers, *Material Development, Inservice Teacher Education
Identifiers: Federal, Proposal
Note: Monies allocated in FY 1979 will fund the project through September 30, 1982. The main office of Conserva, Inc. is at 401

Oberlin Road, Raleigh, North Carolina 27605

Instructional materials will be developed for apprenticeship instructors and for apprentices. Ten competency-based teacher education modules and an implementation plan for their use will be developed for teachers or related instruction. Also, ten applied knowledge competency modules will be developed for use by apprentices in learning skills related to their crafts. A monograph describing and promoting the role of vocational education in apprenticeship training will be produced. Additionally, four regional diffusion workshops will be conducted for apprenticeship training personnel to promote nationwide use of the instructor and apprenticeship training modules. Module development will include a state-of-the-art review and identification, verification, and ranking of professional competencies needed by apprenticeship instructors and of knowledge competencies needed by most apprentices. In creating awareness and developing interest in project products, project staff will prepare a promotional flier; maintain contacts with the US Department of Labor, Bureau of Apprenticeship and Training, national joint apprenticeship committees, and national education professional associations; and make presentations at professional meetings. A dissemination brochure, news releases, and journal articles also will be produced. A panel of experts (teachers of related instruction, craft union representatives, a craft employer, extension teacher trainers, an instructional module developer, and a state apprenticeship council member) will advise, facilitate nationwide contacts, and evaluate and suggest revisions for the teacher education modules, applied knowledge modules, monographs, and implementation guide. The panel also will participate in data collection and analysis and in formative process evaluation. An external evaluation also will be conducted, and a final report will be written.

CC011033 75,000 Geib

Establishment of a Committee on Women's Employment and Related Social Issues.

Project Director: Reskin, Barbara
Organization: National Research Council, National Academy of Science, 2101 Constitution Avenue, NW, Washington, DC 20418
Telephone: (202) 389-6157
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0282
Funding Period: Start Date 01 Sep 81; End Date 3 Nov 82
Fiscal Year Funding: FY81; $75,000; 1 Sep 81 to 30 Nov 82
Descriptors: *Employed Women, *Equal Opportunities Jobs, *Literature Reviews, *Nontraditional Occupations, *Research Committees, *Research Needs, Conference Proceedings, Educational Research, Position Papers, Womens Studies, Workshops
Identifiers: Federal, Proposal

An ethnically and racially balanced committee composed of scholars from economics, sociology, psychology, and anthropology and of experts in equal opportunity law and industrial and labor relations will review and synthesize research related to women and employment and keep policymakers informed; help formulate policy-relevant research agendas and identify gaps in current knowledge and newly emerging issues; stimulate research in academic disciplines and specialities in which the relevance of women's employment has not yet been considered; assess the impact on women of federal policies and programs; and consider societal implications of women's increased participation in the labor market. The committee will have access to other relevant National Research Council committees, particularly the Committee on the Education and Employment of Women in Science and Engineering. Meeting at least four times in the first year, the committee will organize a workshop on job segregation, solicit the expertise of researchers, and develop proposals for future activities. The committee will deliver a written report of workshop proceedings, including a preliminary research review, a proposed agenda for needed research, and relevant commissioned papers.

CC011034 23,805 Geib

Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).

Project Director: Douglass, Rebecca S.
Organization: Sangamon State University, Division of Academic Affairs, Springfield, IL 62708
Telephone: (217) 786-6375
Organization Type: College/University
Geographic Location: Congressional District 20
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0140
Funding Period: Start Date 01 Mar 81; End Date 3 Aug 81
Fiscal Year Funding: FY81; $23,805; 1 Mar 81 to 31 Aug 81
Descriptors: *Awards, *Program Evaluation, Geographic Regions, Pamphlets
Identifiers: Federal, Proposal

The award will be presented to one selected program in each US Department of Education (ED) region as one means of recognizing quality in vocational education. Office of Vocational and Adult Education (OVAE) staff will evaluate nominees from each region; the OVAE Assistant Secretary will select the awardees. Brochures describing the selected programs will be drafted and distributed nationwide. An ED official will present the awards during the 1981-82 school year. The East Central Curriculum Coordination Center will receive support for its work with the ED regional office in nominating three programs each from regions 3 and 5. The curriculum center also will design and distribute a brochure describing programs submitted under an area of national concern.

CC011035 100,000 Brooking

Special Summer Vocational Program.

Project Director: Register, Ann
Organization: Georgia Department of Education, 242 State Office Building, Atlanta, GA 30334
Organization Type: State Education Agency
Geographic Location: Congressional District 05
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0256
Funding Period: Start Date 22 Jun 81; End Date 3 Oct 81
Fiscal Year Funding: FY81; $100,000; 22 Jun 81 to 30 Oct 81
Descriptors: *Career Exploration, *Career Guidance, *Career Planning, *Job Skills, Banking, Career Choice, Community Resources, Computer Oriented Programs, Computers, Decision Making Skills, High School Students, Learning Activities, Models, Resource Materials, School Community Relationship, Secondary Education, Summer Programs, Team Teaching
Identifiers: Federal, Proposal

A process to help secondary schools provide appropriate career guidance for students will be developed through the Atlanta Public School System's eight-week summer vocational program which will be implemented by Harper High School and Roosevelt High School. Students in grades 10-12 will be provided with opportunities to explore various careers, develop specific job skills, and make long-term career decisions. Sixty students at each site will be served by a project coordinator, a counselor, and three classroom instructors. Word processors and computers at Rooselvelt will be used to introduce information processing and decision making. Comprehension, math, and decision-making skills used in banking will be emphasized at Harper. Major objectives will be to design an instructional program that uses a team approach to student learning, use a maximum of alternative learning experiences, develop a process for effective use of community councils and resources in curriculum development and individual student career choices, develop individual career development plans for students, and develop a process for effective school use of student career plans. A model career development plan for students and a listing of effective resource persons and field trip opportunities will be produced, in addition to an abstract, summary report, and comprehensive final report.

CC011036 99,002 Zwillinger

Utilizing Vocational Education to Improve Productivity.

Project Director: Drewes, Don
Organization: Conserva, Inc, 401 Oberlin Road, Suite 110-112, Raleigh, NC 27605
Telephone: (919) 832-7717
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0352
Funding Period: Start Date 01 Oct 81; End Date 3 Sep 82
Fiscal Year Funding: FY81; $99,002; 1 Oct 81 to 30 Sep 82
Descriptors: *Literature Reviews, *Position Papers, *Productivity, *Role Perception, *School Business Relationship, *Technological Advancement, Annotated Bibliographies, Job Skills, Technical Assistance
Identifiers: Federal, Proposal

To enhance vocational education responsiveness to technological change and promote greater public and private sector awareness of vocational education as a mechanism for productivity improvement, Conserva, Inc. will identify major new technologies that will impact on vocational education, assess the programmatic implications of the new technologies for job skills and the equipment and facilities necessary to teach those skills, prepare and disseminate working papers and a monograph, and provide a basis for ongoing technical assistance to state and local vocational education agencies in planning and conducting productivity workshops involving the business and industry community. Working papers prepared for seven vocational program areas will highlight forthcoming technological changes impacting on that area and describe implications with respect to knowledge and skills required, equipment and facilities resource requirements, occupations affected, and rate of anticipated diffusion. The monograph will describe the role of vocational education in productivity improvement. A literature review will be conducted to identify the new technologies and to provide background for development of the papers. Information obtained from the literature search will be supplemented by personal contact with organizations, agencies, and associations knowledgeable of the advent of new technologies and their rate of development and diffusion. From this investigation, a bibliography of the contributions of vocational education to productivity improvement and an annotated bibliography of new technologies with implications for vocational education will be produced. A dissemination plan will be delivered in addition to productivity workshop materials; camera-ready copy of the working papers, monograph, and state-level paper; interim reports; and a final report.

CC011037 200,000 Zwillinger

Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.

Project Director: Sherman, Susan
Organization: National Academy of Sciences, 2101 Constitution Avenue, Washington, DC 20416
Telephone: (202) 389-6951
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0306
Funding Period: Start Date 01 Oct 81; End Date 3 Mar 82
Fiscal Year Funding: FY81; $200,000; 1 Oct 81 to 31 Mar 82
Descriptors: *Agency Cooperation, *Economically Disadvantaged, *Poverty Areas, *Research Committees, *School Business Relationship, *Social Problems, Community Cooperation, Delivery Systems, Economic Development, Government School Relationship, Job Training, Position Papers, Public Agencies, School Community Relationship
Identifiers: Federal, Proposal

A committee on vocational education and the private sector will be established to study the effectiveness of private and public sector cooperation in the vocational education of residents of economically depressed areas and of the issues for vocational educators likely to be raised by new economic development strategies emphasizing incentives to private sector organizations. Comprising approximately twelve members including scholars in such disciplines as economics, sociology, political science, and regional and city planning; experts from industry, labor, and community-based organizations; vocational educators; and individuals knowledgeable about state and local finance, the committee will (1) view the problem from the perspective of the social and behavioral sciences, (2) research the effectiveness of current and past programs, (3) explore the issues likely to emerge with new proposals for developing depressed areas such as the creation of enterprise zones in terms of the need for vocational education and employment training, and (4) identify the most effective mechanisms for using existing federal, state, and locally supported vocational education programs in cooperation with private initiatives and other public efforts to improve employment and training opportunities in economically depressed areas. To accomplish this, the committee will meet approximately four times, commission several papers, organize and conduct several workshops to discuss the commissioned papers and to gather the viewpoints of participants, and meet with representatives of federal agencies invovled in programs to create employment opportunities and with appropriate representatives of government, business, and community groups at the state and local levels.

CC011038 89,112 Holmberg

State Dissemination Plan for Vocational Education.

Project Director: Dunn, James
Organization: Cornell Institute for Occupational Education, Cornell University, Department of Education, Stone Hall, Ithaca, NY 14853
Telephone: (607) 256-6514
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 27
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0419
Funding Period: Start Date 01 Oct 81; End Date 3 Dec 82
Fiscal Year Funding: FY81; $89,112; 1 Oct 81 to 31 Dec 82
Descriptors: *Information Dissemination, *Instructional Materials, *Reference Materials
Identifiers: Federal, Proposal

State vocational specialists will receive assistance in locating and using relevant curriculum materials. Specifically, the specialists will receive help in using existing resources; strategies will be identified to improve vocational specialist dissemination activities; and an integrated system of references to related federal agencies, publications, and activities will be prepared. The integrated reference system will serve all eight vocational areas and consist of a general resource guide, specific area guides, and a supplementary technical filing system.

CC011039 100,000 Brooking

Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.

Project Director: Hodge, R. David
Organization: Baptist College at Charleston, PO Box 10087, Charleston, SC 29411
Telephone: (803) 797-4335
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0436
Funding Period: Start Date 01 Oct 81; End Date 3 Sep 83
Fiscal Year Funding: FY81; $100,000; 1 Oct 81 to 30 Sep 83
Descriptors: *Allied Health Occupations Education, *Competency Based Education, *Health Services, *Instructional Materials, *Rural Areas, Allied Health Personnel, Associate Degrees, Paraprofessional Personnel, Postsecondary Education, Rural Environment
Identifiers: Federal, Proposal

A paraprofessional home-family training program leading to an associate degree will be designed and developed for the rural areas served by Baptist College at Charleston; testing of the effectiveness of

the program will be initiated. Project staff will identify the mental, physical, and social needs of people in the rural community in order to develop a series of educational tracks for student exploration in dealing with the rural clientele to be served. In addition to the psychological and sociological tracks, a physical health related track will be developed and offered to students interested in the environmental and nutritional aspects of the rural home-family health service. Within this track, a series of competency-based instructional materials will be developed to address the problem of unsanitary environmental conditions and the methodology for alleviating this problem in the rural setting. Coordination of services offered to the rural community by various agencies will be incorporated into each of the relevant instructional tracks. Preceptorships will be designed to provide for blocks of time to complement the regular semester activities so that students can gain a more highly concentrated practical experience. Students graduating from the associate degree program will return to the surrounding rural communities, where many families live in poverty, and offer them home-family health services in the form of evaluation and referral and by informing them of diseases common to the area and instructing them in ways to prevent these diseases. A final report will contain program accomplishments and an analysis of the instructional packages.

CC011040 359,994 Pritchard

Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.

Project Director: Campbell, Robert

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-81-0437

Funding Period: Start Date 01 Oct 81; End Date 3 Sep 83

Fiscal Year Funding: FY81; $359,994; 1 Oct 81 to 30 Sep 83

Descriptors: *Career Guidance, *Counselor Training, *Disadvantaged Youth, *Guidance Programs, *School Community Relationship, *Youth Employment, Competency Based Education, Federal Legislation, Learning Modules, Program Evaluation

Identifiers: Federal, Proposal

Note: Monies allocated in FY 1981 will fund the project through September 30, 1983

To facilitate improvement of comprehensive programs of career guidance and make such programs accessible and more effective in meeting the career development, vocational education, and employment needs of persons of all ages in all communities, project staff will assist twenty communities in implementing collaborative programs of career guidance. Community team captains will receive training, and technical assistance (consultation and limited financial support) will be available to each site team. General objectives of the project will include the following: (1) improve comprehensive programs of career guidance in response to current and emerging education, youth, employment and training, equity, and other education-work legislation significantly affecting guidance programming and delivery; (2) provide relevant resource materials, including competency-based staff training materials as well as appropriate training for a diversified range of educational and noneducational persons, designed to extend and link community-based comprehensive career guidance programming and delivery to the needs of poor youth and equity concerns; (3) plan and implement pilot guidance programs, services, and activities at new as well as at selected ongoing local community sites to effect improvement; (4) obtain and analyze an initial data base for assessing what works best for whom within a context of varied comprehensive guidance program designs, participant population mixes, and community characteristics including inner-city, urban, and rural locations; and (5) inform the private and public sectors about project purposes, activities, and accomplishments. The following products will be developed to support site team work and to provide information to audiences outside the project: six new competency-based modules complementing the existing thirty-six module series; a follow-up study focusing on the impact of the legislative provisions and guidance team training program projects; a legislative analysis update of new and existing federal legislation; self-mailing project flyer; newsletters and articles; and an evalution monograph including case stuaies of selected sites. Subcontractors for the project will be American Institutes for Research (Palo Alto, California) and the University of Missouri-Columbia.

National Center for Research in Vocational Education

CC012001 20,624,936 Lovell

The National Center for Research in Vocational Education.

Project Director: Taylor, Robert E.

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 16 Jan 78; End Date 3 Jan 83

Fiscal Year Funding: 78; 4516415; 16Jan78; 15Jan79. 79; 5064497; 1Feb79; 31Jan80. 80; 5544000; 1Feb80; 31Jan81. 31Jan81. 81; 5500024; 01Feb81; 31Jan82

Descriptors: *Clearinghouses, *Educational Needs, *Educational Planning, *Evaluation, *Information Dissemination, *Leadership Training, *Research and Development Centers, *Research Utilization, *Technical Assistance, Advisory Committees, Information Needs, Vocational Followup

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

The scope of work of the contract for the National Center for Research in Vocational Education encompasses the following functions: (1) applied research and development to include four independent studies (comprehensive planning, special needs subpopulations, sex fairness, and evaluation), and three designated studies (Directory of Women Administrators in Vocational Education, Extending the Benefits of Vocational Education to Indian Populations, and Development of Performance-Based Teacher Education Practices); (2) leadership development to include an Advanced Study Center and a National Academy for Vocational Educators; (3) dissemination and utilization to include a national dissemination and utilization system for R&D information and products, special packages for selected occupational areas, study of the impact of R&D products, leadership activities for state and regional dissemination agencies, and knowledge transformation papers; (4) information for national planning and policy development to facilitate priority setting for vocational education needs, applied R&D, curriculum development, conversion of military curricula for civilian use, teaching areas needing additional personnel, and investigation of a major policy issue and its policy implications; (5) clearinghouse to provide access to an exchange with other information systems, military curricula for civilian education, an annotated bibliography and annual reports of funded projects; and (6) evaluation to include services to state and local education agencies, developing a framework for a longitudinal study of correlation between vocational education programs and high employment placement rates. Through its several functions, the National Center will strengthen and further capacitate state and local program improvement efforts.

CC012002 1,767,869 Lovell

Advanced Study Center.

Project Director: Watkins, James

Organization: Ohio State University, National Center for Research

in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 16 Jan 78; End Date 3 Jan 83
Fiscal Year Funding: FY78; $474,536; 16 Jan 78 to 15 Jan 79. FY79; $488,329; 1 Feb 79 to 31 Jan 80. FY80; $391,311; 1 Feb 80 to 31 Jan 81. FY81; $413,693; 1 Feb 81 to 31 Jan 82
Descriptors: *Fellowships, *Professional Continuing Education, *Professional Development, Competitive Selection, Independent Study, Program Effectiveness, Program Evaluation, Recruitment

Identifiers: Federal, Proposal, Advanced Study Centers
Note: Total project dollars do not reflect projected monies for continuing years. This task is performed as part of the contract for the National Center for Research in Vocational Education

The Advanced Study Center provides a national fellowship program for ten or more international, national, state, and local leaders and scholars in vocational technical education and related disciplines to study contemporary problems, issues, and trends; develop their leadership potential; and contribute to vocational education. National fellows spend up to one year in residence at the National Center. Selection criteria include present and past leadership and the commitment of the candidate's organization or agency to utilize the added competence of the fellow. During the third year, emphasis will be on personnel recruitment and articulation with professionals at the National Center, Ohio State University, and others in the field. Recruitment of international leaders and scholars on a cost-reimbursement basis, begun in the second year, will be expanded. In addition, consideration of themes in recruiting fellows will be explored in year 3 with resident fellows, the national faculty, the national advisory committee, and the executive committee of the National Center. Continuing activities will include expanding publicity, monitoring and expediting the completion and dissemination of fellows' work, and evaluating and revising activities. An annual review of the Advanced Study Center will be made.

CC012014 1,197,371 Lovell
National Academy for Vocational Education.
Project Director: Newton, Mark
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 16 Jan 78; End Date 3 Jan 83
Fiscal Year Funding: FY78; $268,034; 16 Jan 78 to 15 Jan 79. FY79; $272,672; 1 Feb 79 to 31 Jan 80. FY80; $301,474; 1 Feb 80 to 31 Jan 81. FY81; $355,191; 1 Feb 81 to 31 Jan 82
Descriptors: *Inservice Education, *Institutes Training Programs, *Leadership Training, *Professional Development, Cost Effectiveness, Educational Planning, Program Evaluation
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years. This task is performed as part of the contract for the National Center for Research in Vocational Education

The National Academy strives to qualify more fully and motivate key persons responsible for developing and improving vocational education nationally and to provide an opportunity for leaders to satisfy leadership development needs. The academy will continue to promote and offer an in-residence program for individuals with specific or unique personnel development concerns. Conferences, seminars, workshops, and clinics also will be promoted and offered. The conferences will address sex equity, subpopulations, planning and evaluation, and other topics focusing on all institutional levels and age groups. In addition, the National Academy will determine personnel development priorities as perceived by a national sample of respondents representing various levels of vocational services and offerings and will continue a cost analysis study aimed at improving the overall efficiency and effectiveness of the academy. In this study, facilitators and inhibitors of operating on a cost-recovery basis will be identified. A follow-up will be performed of a random sample of participants from selected 1979 American Vocational Association (AVA) presessions; follow-up programs will be offered in six months. Reports will be written about the 1979 AVA presessions and on the in-residence programs. The third year National Academy report will include the in-residence program, institute program, cost-recovery feasibility study update, and evaluation of academy process and impact.

CC012028 163,520 Lovell
Basic Skills.
Project Director: Selz, Nina
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $163,520; 1 Feb 81 to 31 Jan 82
Descriptors: *Basic Skills, *Comparative Analysis, *Outcomes of Education, *Literature Reviews, Dropout Prevention, Position Papers, Intervention
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Data and evidence describing vocational eduction student basic skills proficiencies, educational outcomes, and programmatic interventions to reinforce basic skills mastery and retain students will be synthesized and compiled into working papers. A report based on the papers will then be written. Basic skills levels of vocational education students will be described and compared to the skills levels of non-vocational students. Staff will determine how basic skills levels change over time and describe relationships between basic skills levels of vocational education students and vocational education outcomes. Three to five selected, national data bases and student information from sixteen school districts will be analyzed to compare basic skills levels and determine relationships between basic skills levels and student outcomes. Sixteen subcontract sites will be visited. Two reports will be produced: "Research Synthesis of Basic Skills in Vocational Education" and "Comparative Study of Basic Skills in Vocational Education".

CC012029 9,023 Lovell
Communication Linkage Implementation Study.
Project Director: Oldsen, Carl
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $9,023; 1 Feb 81 to 31 Jan 82

Descriptors: *Communications, *Computer Oriented Programs, *Data Bases, *Information Retrieval, *Telecommunications, *Program Administration, Needs Assessment, Online Systems, Federal State Relationship, Vocational Directors, Vocational Education Teachers, Secondary Education
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

A communication network will be established using new technologies to provide vocational educators with convenient access to the National Center Clearinghouse database of program improvement projects and to reduce duplication of activities among states and between states and the federal government. Communication and information access needs of key vocational education organizations and agencies (state department of education, colleges and universities, resource centers, and the US Department of Education) and the communication technology and computer linkage options available to serve those needs will be identified and described. One or more communication or computer linkages will be selected for pilot testing; training will be provided to the organizations and agencies participating in the pilot test. Recommendations for further study or implementation will be produced in "Communication Linkage Recommendations".

CC012030 62,066 Lovell
Data for Analyzing National Policy Issues in Vocational Education.
Project Director: Darcy, Robert
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Aug 80; End Date 3 Jan 81
Fiscal Year Funding: FY81; $62,066; 1 Aug 80 to 31 Jan 81
Descriptors: *Content Analysis, *Data Analysis, *Data Bases, *Educational Policy, *Policy Formation, Vocational Directors, Advisory Committees
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Strengths, weaknesses, and gaps in statistical data available for analyzing policy issues will be determined. A panel of federal and state government officials knowledgeable in vocational education or statistical data will identify four major policy issues and specify the statistical data required for their analysis. Nationally recognized machine-readable data files potentially useful for yielding the required data will be reviewed and their usefulness tested. A final report describing project procedures and results will be delivered.

CC012031 26,676 Lovell
Determining Perceptions of Vocational Education by Informed and Concerned Groups.
Project Director: Nunez, Ann
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $26,676; 1 Feb 81 to 31 Jan 82
Descriptors: *Attitude Measures, *Agency Cooperation, *Data Analysis, *Data Collection, *Educational Attitudes, *Program Attitudes, Administrator Attitudes, Counselor Attitudes, Student Attitudes, Teacher Attitudes
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

A common base will be sought for collaborative efforts to collect information for vocational education legislation, research, development, training, and evaluation. A collaborative agreement will be developed between the National Center and two other cooperating organizations to identify major vocational education areas requiring perceptions of concerned individuals; develop core questions, applicable to different groups, which address key concerns and issues; identify groups from whom to collect information; and establish collaborative data collection activities with key groups. Survey instruments, developed to measure respondents' perceptions of the key issues, will be pilot tested and will be compatible with an appropriate data analysis plan. The National Center will monitor data collection and assist with data tabulation and analysis. Two reports will be prepared.

CC012032 135,103 Lovell
D&U Operations.
Project Director: Kowle, Carol
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $135,103; 1 Feb 81 to 31 Jan 82
Descriptors: *Information Utilization, *Information Dissemination, *Technical Assistance, *Workshops, *Inservice Education, *Publicity, Instructional Materials, Educational Resources
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Widespread awareness of dissemination and utilization products will be created and their use and impact documented. The National Center will arrange for announcement and distribution of all products, publicize the availability of training and other assistance for product implementation, and coordinate those services; respond to field inquiries about products and assistance; and manage records and reports of distribution, users, responses, and training and assistance services. News items or articles about products will be prepared for the National Center's "Memo," "Vocational Educator," and "Centergram". "Voc Ed," "Florida Vocational Journal," and other national periodicals will be contacted. Information about products and services will be prepared in a form suitable for presentation at state and national meetings. Initial distribution to research coordinating units, curriculum coordination centers, and university teacher education departments will be arranged with product management. Criteria for determining priority for implementation assistance will be established. Twenty-two field training events will be scheduled with dissemination collaborators.

CC012033 143,029 Lovell
D&U Program Development.
Project Director: Singer, Norman
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $143,029; 1 Feb 81 to 31 Jan 82
Descriptors: *Agency Cooperation, *Information Utilization, *Conferences, *Information Networks, *Linking Agents, *Information Dissemination, Conference Proceedings, Program Effectiveness
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Networks and collaborative relationships with and among national, regional, state and local agencies will be developed further and the use of knowledge about dissemination and utilization strengthened. Agencies will develop the capacity to operate effective dissemination programs. The fourth annual national dissemination and utilization conference will be planned and conducted; proceedings will be reported and distributed to relevant groups. Four issues of "Memo" will be prepared and distributed; liaison with research coordinating units, curriculum coordination centers, and other collaborators will be sought through attendance at national meetings and conferences; and presentations will be prepared. Multiyear, multistate research efforts will be monitored. Training and other developmental work will be carried on with Oregon, California, and possibly one other state. In addition to the conference proceedings and the quarterly newsletter, "Multi State, Multi Year Progress Report" will be prepared.

CC012034 85,064 Lovell

The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.

Project Director: Mertens, Donna
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Nov 81
Fiscal Year Funding: FY81; $85,064; 1 Feb 81 to 30 Nov 81
Descriptors: *Adults, *Outcomes of Education, *Data Analysis, *Comparative Analysis, *Vocational Adjustment, Opinions, Longitudinal Studies, Job Satisfaction
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Long-term employment and education effect associated with participation in vocational education at the secondary level will be assessed, and determination will be made of how younger adult workers (twenty to thirty-four years of age) evaluate the value of their high school preparation on their subsequent careers. Descriptive analysis will be performed on a national cross-sectional study of younger adult workers, conducted by the National Center. Independent variables to be identified might include high school vocational participants (HSVP) versus nonHSVP, or males versus females. A second, more complex set of analyses, involving development of a conceptual model specifying questions to be answered and types of analysis necessary to answer these questions, will be completed. Analyzed data will be included in the final report. Several existing longitudinal data sets (Class of 1972 and National Longitudinal Study) will be examined to determine the feasibility of doing comparative analyses with the younger adult sample. Feasible analyses will be conducted and the results incorporated into the final report. "Vocational Education and the Younger Adult Worker" will be delivered.

CC012035 151,911 Lovell

Equity Competencies of Beginning Vocational Education Teachers.

Project Director: Vetter, Louise
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $151,911; 1 Feb 81 to 31 Jan 82
Descriptors: *Sex Fairness, *Graduate Surveys, *Vocational Education Teachers, *Teacher Education, Teacher Qualifications
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

The extent of competence in equity issues will be determined for two samples of persons just completing vocational teacher education programs. The responses of the groups will be compared. A survey instrument will be developed and pilot tested in a maximum of ten sites. In 1981 and 1982, 3,000 beginning vocational teachers and 2,000 beginning nonvocational teachers in twenty states will be selected for the mail survey. Data will be coded and analyzed, and a research report will be drafted.

CC012036 249,551 Lovell

Factors Affecting Job Placement in Vocational Education.

Project Director: McKinney, Floyd
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $249,551; 1 Feb 81 to 31 Jan 82
Descriptors: *Graduate Surveys, *Outcomes of Education, *Policy Formation, *Program Improvement, *Job Placement, *Education Work Relationship, Services, Secondary Education, Postsecondary Education, Economic Factors, Socioeconomic Influences, Educational Environment, Program Administration
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

To produce knowledge that can be applied in policy decisions and program improvement at federal, state, and local levels, National Center staff will identify contextual variables affecting job placement at the secondary and postsecondary levels; provide detailed descriptions of the relationship of selected educational, economic, and sociodemographic factors to job placement at the secondary and postsecondary levels; determine which of the variables are manipulative by those charged with responsibility for secondary and postsecondary vocational education programs; and generate descriptive and analytical hypotheses related to job placement at the secondary and postsecondary levels for further study. A review and revision will be conducted to produce "Factors Enhancing Job Placement of Former Secondary Vocational Education Students". For the postsecondary report entitled "Factors Enhancing Job Placement of Former Postsecondary Vocational Education Students," a mail survey of selected representatives will be conducted. The postsecondary case study composite report will be finalized and combined with survey findings into a final report.

CC012037 12,126 Lovell

Follow-Through and Supportive Services.

Project Director: Thrane, Lucy

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 81; End Date 3 Mar 81

Fiscal Year Funding: FY81; $12,126; 1 Feb 81 to 31 Mar 81

Descriptors: *Ancillary Services, *Disadvantaged, *Nontraditional Occupations, Program Improvement

Identifiers: Federal, Proposal, *Follow Through Services

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Program recommendations will be formulated for follow-through services for disadvantaged persons and those in nontraditional occupations. Provisions of follow-through services should strengthen job acquisition, job retention, and career progression. "Follow-through and Supportive Services: State of the Art Report" will be submitted, and project findings will be presented to the field.

CC012038 56,549 Lovell

Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.

Project Director: Halasz-Salster, Ida

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82

Fiscal Year Funding: FY81; $56,549; 1 Feb 81 to 31 Jan 82

Descriptors: *Correctional Education, *Program Evaluation, *Guides, *Program Improvement

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

"Evaluation Handbook: Guidelines and Practices for Evaluating Vocational Programs in Correctional Institutions" will be prepared to facilitate improved evaluation of vocational education programs in correctional institutions. Past and present practices will be synthesized, and concept papers will be prepared.

CC012039 45,581 Lovell

Increasing Responsiveness through Equity.

Project Director: Thrane, Lucy

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 81; End Date 3 Mar 81

Fiscal Year Funding: FY81; $45,581; 1 Feb 81 to 31 Mar 81

Descriptors: *Sex Fairness, *Conference Proceedings, *Human Services, *Program Development, *Research Opportunities, Leadership Training

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

A colloquium on equity in vocational education will synthesize papers developed by a team of multidisciplinary authors to provide information for research, development, and leadership training for meeting equity concerns for special populations. "Multidisciplinary Synthesis of Equity for Use in Planning Vocational Training," a summary of colloquium proceedings and identified equity concerns, will be produced for use in planning vocational education research and development agendas.

CC012040 426,051 Lovell

National Center Clearinghouse.

Project Director: Budke, Wesley

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82

Fiscal Year Funding: FY81; $426,051; 1 Feb 81 to 31 Jan 82

Descriptors: *Clearinghouses, *Data Bases, *Information Dissemination, *Information Processing, *Information Systems, *Instructional Materials, *State Federal Aid, Data Analysis, Curriculum Research, Annual Reports, Information Retrieval, Military Training

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Access will be provided to information about vocational and technical education research projects and resulting products and reports, information about the availability of curriculum materials, and materials of special interest to secondary and postsecondary educators but not included in the Educational Resources Information Center (ERIC) collection (e. g. military curriculum materials). National Center Clearinghouse staff will acquire, process, and enter into a computerized data base information about state and federally administered vocational education program improvement projects and resulting products and reports; analyze the content of the FY 1981 state program improvement project data base and note identifiable trends; and make information in the vendor-maintained, program improvement data base available through online computer access and printed reports and indexes. User services and technical assistance in searching the data base and applying the information obtained will be provided. Additionally, military curriculum materials will be provided to civilian vocational educators, and a feasibility study will be conducted about building and maintaining a comprehensive vocational education curriculum materials data base. Contacts will be maintained with federal agencies administering vocational education research and development, state research coordinating units, military services, and organizations involved in developing or disseminating vocational education curriculum materials. The annual report of federally administered projects, "Projects in Progress—FY 1980. A Report for the Coordinating Committee on Research in Vocational Education," and "Resources in Vocational Education,"Volume 14, Numbers 2-6, will be published. Other products are "Vocational Education Program Improvement. A Summary of State-Administered Projects in FY 1981" and "Vocational-Technical Curriculum Materials Feasibility Study. Final Report".

CC012041 162,324 Lovell

National Center Evaluation.

Project Director: Adams, Kay

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $162,324; 1 Feb 81 to 31 Jan 82
Descriptors: *Program Effectiveness, *Program Evaluation, *Organizational Effectiveness, *Use Studies, *Quality Control, Administration, Formative Evaluation, Case Studies
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Information will be provided for National Center management assessment, quality assurance, information system, and impact. Focuses will be on improving management operations within the National Center and between the National Center and the sponsor, improving products and project activities, documenting the nature of National Center activities and constituency involvement, and assessing the National Center's effect on problems of national significance. Staff will assess and manage the product review exchange, organize needs sensing, conduct studies to streamline paperwork flow, manage publication reaction cards, conduct quality reviews of instruments, and manage instrument clearance. Statistical information will be provided for documenting constituency involvement and for assessing effects on special needs subpopulations. Onsite case studies will be conducted with two hundred local and state education agency staff members. "Impact of Vocational Education R&D on Special Needs Subpopulations" will be produced.

CC012042 99,975 Lovell
National R&D Product Evaluation.
Project Director: Hull, Bill
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $99,975; 1 Feb 81 to 31 Jan 82
Descriptors: *Use Studies, *Summative Evaluation, *Special Education, *Program Improvement
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

The number of products and copies distributed from research, exemplary, and curriculum projects available nationwide will be documented. Mail surveys will be conducted for a distribution study of products accepted during FY 1980 by Educational Resources Information Center (ERIC) and for a use and impact study of program improvement products emphasizing special populations. Program improvement product distributors will receive surveys for the distribution study. Users of three selected products will receive use surveys; interviewers will conduct five- to seven-day, onsite interviews in each of three locations. Knowledge about research and development products use and impact in vocational education will be synthesized in "The Distribution of Vocational Education Research and Development Product Update".

CC012043 378,767 Lovell
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
Project Director: Lewis, Morgan
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $378,767; 1 Feb 81 to 31 Jan 82
Descriptors: *Enrollment, *Data Analysis, *Student Participation, *Followup Studies, *Outcomes of Education, *Education Work Relationship, Employment Experience, Academic Records, Secondary Education
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

The understanding of how secondary students participate in vocational education courses will be increased. Transcript data collected for the new youth cohort of the National Longitudinal Surveys being conducted by the Center for Human Resources Research of The Ohio State University will be analyzed using developed conceptual models to determine if there are identifiable patterns of different types of participation and if these patterns are associated with different educational and employment outcomes. Additional transcripts will be collected and coded—under subcontract with the National Opinion Research Center—for youth cohort respondents who were fifteen or sixteen when first interviewed and who, by the fall of 1981, will have completed or left high school; coded transcripts will be entered into respondents' data files. Extensive data collected in personal interviews also will be analyzed and converted to indices reflecting employment and educational experiences. Three policy papers concerning patterns of participation, employment efforts, and educational effects will be prepared: "Patterns of Participation in Secondary Vocational Education," "Employment Experiences of Students with Varying Participation in Secondary Vocational Education," and "Postsecondary Experiences of Students with Varying Participation in Secondary Vocational Education".

CC012044 481,076 Lovell
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
Project Director: Hamilton, James
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $481,076; 1 Feb 81 to 31 Jan 82
Descriptors: *Learning Modules, *Nondiscriminatory Education, *Competency Based Teacher Education, *Preservice Teacher Education, *Inservice Teacher Education, Instructional Materials, Instructional Improvement, Competency Based Education, Teaching Methods, Vocational Education Teachers, Basic Skills, Prisoners, Disabilities, Minority Groups
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Materials will be provided to help vocational education teachers meet the training needs of students who are enrolled in programs nontraditional for their sex, physically or mentally impaired, minority group members, or members of other emerging groups such as the aged and the incarcerated. Materials to help teachers improve students'

communication and computation skills also will be produced. Field testing and revision of sixteen PBTE modules for nondiscriminatory instruction (serving students with special or exceptional needs) will be completed; twelve field-test sites (universities, postsecondary schools, and secondary schools) will be selected. A cluster (six to eight) of PBTE modules will be developed according to specifications developed in year 3 to prepare teachers to install and conduct competency-based education (CBE); field testing will be initiated at six sites. Further specifications for revising the existing series of 100 PBTE modules will be developed to incorporate awareness and interest activities related to improving students' basic skills and feedback data collected by the publisher. Revision of twenty-four additionally modules of the existing series will be completed according to specifications. Additionally, a cluster (six to eight) of PBTE modules will be produced (developed, field-tested, and revised) to develop vocational teachers' competency in improving their students' basic skills and personal skills.

CC012045 230,274 Lovell

Policy Analysis Capacity.

Project Director: Ruff, Richard

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $230,274; 1 Feb 81 to 31 Jan 82
Descriptors: *Policy Formation, *Position Papers, *Data Bases, *Research Needs, *Research Utilization, Educational Policy
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

To contribute toward providing a variety of information bases for consideration in developing national policy for vocational education, National Center staff will develop four policy analysis papers related to key issues facing vocational education. As a result, the capacity for using statistical data bases for policy analysis will be refined and expanded, and major societal and educational trends and issues will be examined to derive their implications for vocational education policy development. Panels of selected national research and development leaders will be convened at three different times during the year to identify critical research agenda.

CC012046 325,000 Lovell

Product Management.

Project Director: Ross, Novella

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $325,000; 1 Feb 81 to 31 Jan 82
Descriptors: *Instructional Materials, *Occupational Information, *Delivery Systems, *Information Dissemination, *Technical Assistance, *Program Improvement, Summative Evaluation, Program Effectiveness, Vocational Education Teachers, Secondary Education, Postsecondary Education, Information Services, Workshops
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Secondary and postsecondary vocational educators will become aware of the most appropriate products and information for program improvement through promotion strategies devised to increase the number of channels used to distribute National Center products and services and to increase the number of National Center product selections made by members of target audiences. Information about program improvement products and services and technical assistance for their installation will be made available. User structure and outreach analysis will be prepared for each product, and a follow-up study will be conducted to determine dissemination effectiveness. Product workshops will be held in six major cities and state department product workshops will be held in six states. Pre-American Vocational Association product workshops will be conducted in Atlanta. Products will include fifteen product brochures, two issues of Vocational Educator, and a research report about dissemination results.

CC012047 224,229 Lovell

Product Selection and Development.

Project Director: Samuelson, Judith

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $224,229; 1 Feb 81 to 31 Jan 82
Descriptors: *Inservice Teacher Education, *Educational Resources, *Information Dissemination, *Information Processing, *Guides, *Learning Modules, Competency Based Education
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Selected resources will be identified systematically and made accessible to specific target groups (e. g. teachers and administrators) in forms useful to them. Product selection will be through screening of products selected for the Education Resources Information Center system and of nominations solicited through "Memo," the "Vocational Educator," and "Centergram"; consultants will corroborate the choices. Knowledge products will be developed which review and synthesize existing research and development (R&D) information and which interpret or apply R&D information. A special package will be developed for use in a job-specific training area, and material will be prepared to describe current and previously developed products. Several products will result: six dissemination and utilization products submitted incrementally as selected and cleared, knowledge products in eight areas, six briefs and a handbook of interpretive products based on year 3 knowledge products, a secondary performance-based module on knowledge utilization, and a special package.

CC012048 193,203 Lovell

Using Labor Market Information in Vocational Education Evaluation and Planning.

Project Director: Starr, Harold

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: 0EC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82

Fiscal Year Funding: FY81; $193,203; 1 Feb 81 to 31 Jan 82
Descriptors: *Education Work Relationship, *Information Utilization, *Outcomes of Education, *Evaluation Methods, *Educational Planning, *Employment Opportunities, Labor Market, Data Bases
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

With advice from National Occupational Information Coordinating Committee and State Occupational Information Coordinating Committee members, staff will develop methods for evaluating the match between training programs and job availability. Labor market concepts and data bases pertinent for use with the method will be identified and described, as will selected candidate evaluation practices being used. A report entitled "Using Labor Market Information in Vocational Education Evaluation and Planning" will be delivered.

CC012049 185,381 Lovell
Technology Adaptation.
Project Director: Ashley, William
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Jan 82
Fiscal Year Funding: FY81; $185,381; 1 Feb 81 to 31 Jan 82
Descriptors: *Technological Advancement, *Job Analysis, *Occupational Information, *Curriculum Development, *Education Work Relationship, *Policy Formation, Case Studies, Futures of Society, Postsecondary Education, School Business Relationship, Educational Planning
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Necessary changes in vocational program content and instructional practices, assistance in creating and advancing innovation in the business sector, and preparation of individuals for future work changes resulting from technology adaptation will be facilitated. Case studies will be conducted in ten postsecondary institutions that have developed specific programs to lead and facilitate technological adaptation or innovations for productivity improvement in the private sector. Five case studies will be conducted to determine the impact of technological changes on worker performance and training requirements and how postsecondary institutions have responded. Five companies innovating technological changes and five postsecondary institutions responding to those changes will be selected; five postsecondary institutions facilitating technology adaptation also will be selected. An index of information and resources will be developed that relate to future technological trends and their implications for postsecondary roles, policies, and practices. Three products will result: "Educational Initiatives to Improve Technology Adaptation, Productivity, and Economic Expansion in the Private Sector," "Technology Adaptation Processes and Outcomes: Implications for Educational Policies and Practices," and "Technology Changes: Implications and Resources for Future Policy".

CC012050 37,048 Lovell
Sex Equity Training Packages.
Project Director: Vetter, Louise
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 81; End Date 3 Apr 81
Fiscal Year Funding: FY81; $37,048; 1 Feb 81 to 30 Apr 81
Descriptors: *Student Recruitment, *Nontraditional Occupations, *Inservice Teacher Education, *Communication Skills, *Job Placement, Parent School Relationship, Parent Attitudes, School Business Relationship, Vocational Education Teachers, Administrators, Publicity, Career Planning
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Four sex equity training packages will be developed for use by state sex equity coordinators with other state and local vocational education personnel. The package entitled "Communication Skills" will assist secondary or postsecondary vocational students in developing communication skills to help them adapt to a changing work world in which traditional and nontraditional workers interact. In "Enhancing Placement," collaborative relationships and commitment will be built between vocational educators and employers to enhance placement of women and men in occupations nontraditional to their sex. Aiding recruiters for nontraditional vocational programs in publicizing their training opportunities, the workshop described in "Recruitment Skills" will emphasize three recruiting skills: convincing vocational educators to recruit nontraditional students, speaking effectively with journalists about program activities, and writing public relations materials without professional assistance. In "Parent Awareness," parental support will be acquired by making parents aware of different vocational programs and of their value for the students; students will be assisted in reaching informed decisions concerning educational preparation for future jobs.

Curriculum Coordination Centers

CC013001 191,228 Smith
Western Curriculum Coordination Center.
Project Director: Zane, Larry
Organization: University of Hawaii at Manoa, 2444 Dole Street, Honolulu, HI 96822
Telephone: (808) 948-7834
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0214
Project Number: 498MH00003
Funding Period: Start Date 01 Mar 80; End Date 31 Dec 81
Fiscal Year Funding: FY80; $94,182; 1 Mar 80 to 31 Dec 80. FY81; $97,046; 1 Jan 81 to 31 Dec 81
Descriptors: *Educational Cooperation, *Coordination, *Cooperative Planning, *Regional Cooperation, *Education Service Centers, Curriculum Development, Needs Assessment, Professional Training, Information Dissemination, Information Networks, Consortia
Identifiers: Federal, Proposal
Note: This activity was previously funded under grant OEG-00-77-00004

A curriculum coordination center will be maintained within the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) to serve the consortium states and territories in the western region (American Samoa, Arizona, California, Guam, Hawaii, Nevada, the Northern Marianas, and the Trust Territory of the Pacific Islands). The center will house and disseminate vocational education curriculum materials in the western region, other regional centers, and the US Department of Education. Consortium states will be assisted in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials in order to reduce duplication of effort. By participating in the activities of NNCCVTE, center staff will share in-

formation and plans through a reporting system, quarterly newsletter, regional meetings, conferences, and workshops.

CC013003 125,506 Anderson

Southeast Curriculum Coordination Center.

Project Director: Shill, James

Organization: Mississippi State University, Research and Curriculum Unit, PO Drawer G, Mississippi State, MS 39762

Telephone: (601) 325-2510

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-80-0213

Project Number: 498MH00003

Funding Period: Start Date 01 Mar 80; End Date 31 Dec 81

Fiscal Year Funding: FY80; $56,798; 1 Mar 80 to 31 Dec 80. FY81; $68,708; 1 Jan 81 to 31 Dec 81

Descriptors: *Educational Cooperation, *Coordination, *Cooperative Planning, *Curriculum Development, *Regional Cooperation, *Education Service Centers, Needs Assessment, Professional Training, Information Dissemination, Systems Development

Identifiers: Federal, Proposal

Note: This activity was previously funded under grant OEG-00-77-00005

The Southeast Curriculum Coordination Center will provide leadership for coordination of activities in planning, developing, and diffusing vocational curriculum for new and changing occupations and for coordination in improving and disseminating existing curriculum materials in member states (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee). The center will expand interactional activities among these states and will articulate their curriculum needs and problems at the national level through the National Network for Curriculum Coordination in Vocational Technical Education. Procedures will include (1) assessing curriculum development needs and current activities in the region; (2) assessing priority areas for future curriculum development; (3) assessing current curriculum formats, validation strategies, and field testing strategies in the region; (4) implementing a regional curriculum coordination council; (5) establishing a curriculum review panel; and (6) conducting training activities for curriculum development personnel. The project will impact on national, state, and local levels by improving curriculum services and capabilities, reducing duplication of effort, stimulating cooperative relationships at state and local levels, establishing and maintaining a system for determining curriculum needs, and providing avenues for sharing information and materials.

CC013005 235,950 Anderson

Northeast Curriculum Coordination Center.

Project Director: Kelly, Joseph

Organization: New Jersey Bureau of Occupational and Career Research Development, Division of Vocational Education. 225 West State Street, Trenton, NJ 08625

Telephone: (609) 292-5850

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-79-0102

Project Number: 498AH90008

Funding Period: Start Date 01 Mar 79; End Date 31 Dec 81

Fiscal Year Funding: FY79; $67,294; 1 Mar 79 to 31 Dec 79. FY80; $81,118; 1 Jan 80 to 31 Dec 80. FY81; $87,538; 1 Jan 81 to 31 Dec 81

Descriptors: *Curriculum Development, *Information Dissemination, *Regional Cooperation, *Regional Planning, *Resource Centers, *Education Service Centers, Educational Planning, Information Networks, Information Processing

Identifiers: Federal, Proposal

The Northeast Curriculum Coordination Center services Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands. Its three primary goals are to provide curriculum information services, coordinate regional curriculum development activity, and evaluate project effectiveness. Specific objectives are to (1) maintain curriculum information capabilities through computer searches, curriculum literature bibliographic control, professional literature collection, and promoting current awareness of developments in vocational curriculum management; (2) maintain document availability capabilities, including maintaining and expanding a microfiche collection and providing ERIC michofiche duplication services; (3) respond to requests for information and documents; (4) coordinate and plan regional activities, and study the feasibility of establishing a regional curriculum development consortium; (5) compile information on state priorities and plans, and foster adaptation-adoption in priority areas; (6) support state curriculum development projects and provide training in vocational curriculum development; (7) provide interstate publication and sales service; and (8) contract for third party evaluation and self-evaluation information services and coordination activities.

CC013006 361,602 Anderson

Northwestern Curriculum Coordination Center.

Project Director: Daniels, William

Organization: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, WA 98504

Telephone: (206) 753-0879

Organization Type: State Education Agency

Geographic Location: Congressional District 03

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-79-0104

Project Number: 498AH90007

Funding Period: Start Date 01 Mar 79; End Date 31 Dec 81

Fiscal Year Funding: FY79; $98,425; 1 Mar 79 to 31 Dec 79. FY80; $124,851; 1 Jan 80 to 31 Dec 80. FY81; $138,326; 1 Jan 81 to 31 Dec 81

Descriptors: *Curriculum Development, *Information Dissemination, *Regional Cooperation, *Regional Planning, *Resource Centers, *Education Service Centers, Information Networks

Identifiers: Federal, Proposal

The purpose of the center is to provide leadership for coordination of activities in the planning, development, and diffusion of curricula for new and changing occupations and for coordination of improvements in and dissemination of existing curriculum materials in Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Wyoming and Washington. Specific objectives are to (1) conduct a minimum of three interstate regional meetings annually; (2) plan for cooperation in the development, field testing, and implementation of vocational instructional materials and strategies; (3) develop and maintain intrastate liaison activities; (4) encourage coordinated intra- and interstate relationships in curriculum development and dissemination; (5) give special attention to national priorities in vocational education; (6) provide curriculum and curriculum related consultation services; (7) establish a system through which state directors of vocational education have direct input and opportunity to benefit from regional consortium activities; (8) continue to participate as a memeber of the Natonal Network for Curriculum Coordination in Vocational-Technical Education; (9) provide the US Department of Education current information concerning the impact of center activities and state-of-the-art in vocational education and instructional materials in liaison states, as well as recommendations for providing projects of national significance; and (10) edit, print, and distribute a regional quarterly newsletter.

CC013007 118,578 Anderson

East Central Network—Illinois Vocational Curriculum Center.

Project Director: Douglass, Rebecca S.

Organization: Illinois State Board of Education, 100 North First Street, Springfield, IL 62777
Telephone: (217) 782-0759
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 20
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0241
Funding Period: Start Date 27 Apr 81; End Date 31 Dec 81
Fiscal Year Funding: FY81; $118,578; 27 Apr 81 to 31 Dec 81
Descriptors: *Curriculum Development, *Curriculum Evaluation, *Education Service Centers, *Resource Centers, Library Circulation, Professional Development
Identifiers: Federal, Proposal
Note: This activity was previously funded under contract OEC-300-78-0024

The East Central Curriculum Coordination Center provides leadership to and coordinates curriculum planning, development, and dissemination in Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin. Objectives are to (1) provide information resources to be used toward the improvement of state capabilities and services; (2) promote efficient use of resources and facilitate coordination in the design, development, and dissemination of curriculum within the East Central region; (3) provide a system of evaluation and utilization of curriculum products and information to be used by national, state, and local decision makers; (4) provide professional development activities to train or upgrade personnel in the areas of curriculum development, dissemination and diffusion, curriculum management, and utilization of research findings; (5) assist in the elimination of sex bias and sex-role stereotyping in vocational programs and curriculum materials; and (6) serve as a center for promoting cooperation and coordination with other organizations and agencies invovled with vocational research, curriculum design, development, and dissemination. The center will operate a loan library of curriculum resource materials for the twelve states in the region, disseminate curriculum materials received from the other centers, collect and report information to the US Department of Education regarding the impact of the center on the states in the region, evaluate center services, participate in the activities of the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE), and provide a system for input to aid in the use of information from the National Center for Research in Vocational Education.

CC013008 69,022 Anderson
Midwest Curriculum Coordination Center.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: (405) 377-2000
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 06
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-81-0242
Funding Period: Start Date 27 Apr 81; End Date 31 Dec 81
Fiscal Year Funding: FY81; $69,022; 27 Apr 81 to 31 Dec 81
Descriptors: *Curriculum Development, *Education Service Centers, Instructional Improvement, Systems Approach
Identifiers: Federal, Proposal
Note: This activity was previously funded under contract OEC-300-78-0025

The purposes of the Midwest Curriculum Coordination Center are to improve curriculum capability and services at the state levels of each state within the region, minimize duplication of curriculum development activities, and improve curriculum management resources available to both state and national decision makers. The objectives of the center are to coordinate curriculum activities of the Midwest Curriculum Network, which serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas; provide curriculum information and materials to each participating state, other federally funded centers, regions 6 and 7, and the US Department of Education; provide the means for each state in the region to apply the systems approach in the development and use of curriculum materials; and develop standards for curriculum development in order to increase transportability of curriculum materials and avoid duplication of efforts. Procedures will include (1) collecting abstracts of curriculum products under development within the region; (2) compiling and disseminating a profile of curriculum projects under development and the identified needs within states, (3) collecting impact information about coordination efforts, (4) providing consultant services to states for diffusion and development training, (5) promoting continual cooperation with business, industry and other agencies, and (6) assessing formats, validation strategies, and field-testing methods.

Personnel Development Program

CC014001 6,549,420 Newkirk
Vocational Education Graduate Leadership Development Programs.
Organization Type: College/University
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Funding Period: Start Date 01 Aug 78; End Date 31 Aug 81
Fiscal Year Funding: FY78; $1,750,000; 1 Aug 78 to 31 Aug 79. FY79; $1,647,338; 1 Sep 79 to 31 Aug 80. FY80; $1,500,000; 1 Sep 80 to 31 Aug 81. FY81; $1,652,082
Descriptors: *Graduate Study, *Leadership Training, *Vocational Education Teachers, Professional Education
Identifiers: Federal, Proposal

Leadership development awards are granted to experienced vocational educators who enroll full time for a period not to exceed three years for graduate study in a vocational education leadership development program approved by the U S Department of Education. Individuals chosen for awards meet the following requirements: (1) have not less than two years of experience in vocational education, or in business or industrial training, or military technical training, or in the case of researchers, experience in social science research which is applicable to vocational education; (2) hold a baccalaureate degree; (3) are employed or have assurance of employment in vocational education; (4) are recommended for the leadership program by their employer or others; (5) are eligible for admission to an approved graduate program; and (6) plan to enroll for full-time graduate study. Each awardee receives an annual stipend. Eighteen institutions were approved to receive leadership development program grants. The institutions are listed alphabetically by state in the appendix. Also provided are the address, supervising teacher educator(s), grant and application numbers, Congressional district number, and number of awardees at each institution. Institutions are also listed in the organization index, and the corresponding state and Congressional district are shown in the georaphic location index.

Division of Career Education

CC020003 100,000 Hall

National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.

Project Director: Ross, Albert
Organization: New York State Occupational Information Coordinating Committee, Building 12, State Office Building Campus, Albany, NY 12240
Telephone: (518) 457-2930
Organization Type: State Education Agency
Geographic Location: Congressional District 28
Sponsoring Agency: Office of Career Education (ED), Washington, DC
Grant Number: OEG-99-1-3075-17-78
Funding Period: Start Date 01 Oct 81; End Date 30 Sep 82
Fiscal Year Funding: FY81; $100,000; 1 Oct 81 to 30 Sep 82
Descriptors: *career Education, *Inservice Education, *Occupational Information, *School Counselors, *Teaching Guides, *Vocational Education Teachers, Career Counseling, Material Development
Identifiers: Federal, Proposal

An intensive review of the "Occupational Outlook Handbook" and its supporting materials will be conducted to determine alternative methods for teachers and counselors to use in adapting the materials for infusion in career education. A national task force of selected teachers, counselors, state career education coordinators, and State Occupational Information Coordinating Committee directors then will help design a training package composed of a presenter guide with visual aids and participant materials for use in a twelve-hour workshop to enable teachers and counselors to benefit fully from using the handbook. New materials will be prepared, existing materials obtained, and the prototype training package assembled for review by the federal steering group, composed of representatives from the National Occupational Information Coordinating Committee (NOICC), the US Department of Education, and the US Department of Labor. Five hundred prototype copies will be produced for subsequent testing, revision, and dissemination by NOICC.

CC020004 144,841 Hall

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.

Project Director: Colby, Pamela G.
Organization: American Institutes for Research, 1791 Arastradero Road, Palo Alto, CA 94302
Telephone: (415) 493-3550
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 12
Sponsoring Agency: Office of Career Education (ED), Washington, DC
Contract Number: OEC-300-81-0040
Funding Period: Start Date 19 Dec 80; End Date 18 Mar 83
Fiscal Year Funding: FY81; $144,841; .9 Dec 80 to 18 Dec 81
Descriptors: *career Education, *Demonstration Programs, *Program Effectiveness, Elementary Secondary Education, Outcomes of Education, Pretests Posttests, Program Evaluation, Program Improvement
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Ceres (California) Unified School District's comprehensive career education program will be strengthened to ensure that the fifty-four career education treatment elements specified in "A Primer for Career Education" are included and are functioning satisfactorily. Nonfunctioning elements noted during continual project monitoring throughout the 1981-82 school year will be restored. Pretests and posttests will be administered, and the program will be evaluated rigorously in terms of nine learner outcomes stated in the primer. Evaluation data will be submitted to the Joint Dissemenation Review Panel and approval sought for citation as an education program that works. If approved, the project will be available through the National Diffusion Network.

CC020005 149,502 Hall

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.

Project Director: Losekamp, Nancy A.
Organization: Upper Arlington Board of Education, 1950 North Mallway, Upper Arlington, OH 43221
Telephone: (614) 486-0621
Organization Type: Local Education Agency
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Career Education (ED), Washington, DC
Contract Number: OEC-300-81-0043
Funding Period: Start Date 19 Dec 80; End Date 18 Mar 83
Fiscal Year Funding: FY81; $149,502; 19 Dec 80 to 18 Dec 81
Descriptors: *career Education, *Demonstration Programs, *Program Effectiveness, Elementary Secondary Education, Outcomes of Education, Pretests Posttests, Program Evaluation, Program Improvement
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Upper Arlington (Ohio) Public Schools' comprehensive career education program will be strengthened to ensure that the fifty-four career education treatment elements specified in "A Primer for Career Education" are included and are functioning satisfactorily. Nonfunctioning elements noted during continual project monitoring throughout the 1981-82 school year will be restored. Pretests and posttests will be administered, and the program will be evaluated rigorously in terms of nine learner outcomes stated in the primer. Evaluation data will be submitted to the Joint Dissemination Review Panel and approval sought for citation as an education program that works. If approved, the project will be available through the National Diffusion Network.

CC020006 141,543 Hall

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.

Project Director: Hunt, Myrtle E.
Organization: School Board of Pinellas County, 1960 East Druid Road, Clearwater, FL 33518
Telephone: (813) 442-1171
Organization Type: Local Education Agency
Geographic Location: Congressional District 07
Sponsoring Agency: Office of Career Education (ED), Washington, DC
Contract Number: OEC-300-81-0039
Funding Period: Start Date 14 Jan 81; End Date 13 Apr 83
Fiscal Year Funding: FY81; $141,543; 14 Jan 81 to 13 Jan 82
Descriptors: *career Education, *Demonstration Programs, *Program Effectiveness, Elementary Secondary Education, Pretests Posttests, Program Evaluation, Program Improvement, Outcomes of Education
Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

Pinellas County (Florida) Public Schools' comprehensive career education program will be strengthened to ensure that the fifty-four career education treatment elements specified in 'A Primer for Career Education' are included and are functioning satisfactorily. Nonfunctioning elements noted during continual project monitoring throughout the 1981-82 school year will be restored. Pretests and posttests will be administered, and the program will be evaluated rigorously in terms of nine learner outcomes stated in the primer. Evaluation data will be submitted to the Joint Dissemination Review Panel and approval sought for citation as an education program that works. If approved, the project will be available through the National Diffusion Network.

National Institute of Education

CC030003 650,000 Bucknam

Experience-Based Learning Project.

Project Director: Rusteika, George

Organization: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94013

Telephone: (415) 565-3127

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 06

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-80-0103

Funding Period: Start Date 01 Dec 79; End Date 30 Nov 82

Fiscal Year Funding: FY80; $325,000; 1 Dec 79 to 30 Nov 80. FY81; $325,000; 1 Dec 80 to 30 Nov 81

Descriptors: *Experiential Learning, *Community Involvement, *Employment Potential. *Job Skills, *Youth Programs, *Mentors, Secondary Education, Volunteers, Career Exploration, Education Work Relationship

Identifiers: Federal, Proposal

Note: This activity was previously funded under grant OB-NIE-G-78-0203, Part II

The relationship of adult volunteers in the workplace as mentors of youth will be studied. Development of youth employability and improvement of youth employability development programs also will be studied. Additionally, regional leadership will be provided in making youth program operators aware of research findings and improved program practices and in using the findings and practices.

CC030011 694,395 Thorne

Diffusion, Change, and Information Systems: Resources and Referral Service.

Project Director: Peterson, John

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Grant Number: OB-NIE-G-78-0211(P6)

Funding Period: Start Date 01 Jun 78; End Date 30 Nov 81

Fiscal Year Funding: FY78; $95,000; 1 Jun 78 to 30 Nov 78. FY79; $190,000; 1 Dec 78 to 30 Nov 79. FY80; $233,645; 1 Dec 79 to 30 Nov 80. FY81; $175,750; 1 Dec 80 to 30 Nov 81

Descriptors: *Information Services, *Information Dissemination, *Educational Research, Information Networks, Resources, Resource Materials, Data Bases

Identifiers: Federal, Proposal

The Resource and Referral Service (RRS) is one of four central service contractors of the Research and Development Exchange (RDx). This effort explores ways to bring education R & D results to practitioners and to return information about practitioners' needs and concerns to educational researchers, developers, and their sponsors. The R & D Exchange currently consists of eight regional exchanges and four central service contractors. The regional exchanges respond to most information requests; only the questions requiring additional information are passed on to RRS. RRS objectives are to (1) develop comprehensive information about resource organizations, (2) coordinate the use of RDx resources by school media resource specialists; (3) provide information about resource organizations and personnel in an efficient and effective manner; (4) discover and share knowledge about practitioners' needs and efforts to meet those needs; and (5) develop and increase the capacity of RRS to accomplish its goals and serve the needs of the regional exchanges and the resource organizations. Past and current RRS activities in support of the regional exchange activities of RDx include building a data-bank of information about key resource organizations which deliver R & D-based products and services and organizations which access these products and services; responding to information requests orally and through letters and previously prepared mini-lists; conducting information resources workshops; preparing a catalog of data bases and dissemination systems; and providing technical assistance in planning and conducting information resources workshops sponsored by regional exchanges; preparing a catalog of human resource directories and files in education; and preparing a catalog of resource organizations in reading, writing, and orgal communication. The computerized data base being developed will include information on educational resource organizations and their projects, meetings, and products.

CC030012 818,000 Bucknam

Education and Work Program.

Project Director: McClure, L.

Organization: Northwest Regional Educational Laboratory, 300 SW Sixth Avenue, Portland, OR 97204

Telephone: (503) 248-6893

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 01

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-80-1015

Funding Period: Start Date 01 Dec 79; End Date 30 Nov 82

Fiscal Year Funding: FY80; $409,000; 1 Dec 79 to 30 Nov 80. FY81; $409,000; 1 Dec 80 to 30 Nov 81

Descriptors: *Career Education, *Program Development, *Technical Assistance, *Nontraditional Education, Career Exploration, Community Involvement, Secondary Education

Identifiers: Federal, Proposal, *Experience Based Career Education

Note: This activity was previously funded under Grant OB-NIE-G-78-0206, Part I. Total project dollars do not reflect projected monies for continuing years

The purpose of this project is to provide technical assistance to state agencies and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically focused and varied career exploration. A five-state advisory committee, specific committees, and task forces will provide guidance. Community based learning practices will be spread to disadvantaged, mobile migrant, and exceptional youth. Research findings on adult learning styles will be produced and matched with community learning resources for the adult career development and learning component. The knowledge and analysis component will include research on experiential learning; knowledge synthesis, analyzing and describing major questions and issues in community based learning; and regional information sharing.

CC030013 830,598 Lord

Career Decision Making.

Project Director: Winefordner, David
Organization: Appalachia Educational Laboratory, PO Box 1348, Charleston, WV 25325
Telephone: (304) 344-8371
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 03
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-80-0101
Funding Period: Start Date 01 Dec 79; End Date 30 Nov 81
Fiscal Year Funding: FY80; $396,552; 1 Dec 79 to 30 Nov 80. FY81; $434,046; 1 Dec [illegible] 30 Nov 81
Descriptors: *Career Choice, *Career Exploration, *Program Development, Postsecondary Education
Identifiers: Federal, Proposal
Note: This activity was previously funded under grant NIE-G-78-0201

This project will be directed toward developing management procedures and program materials that will assist postsecondary students and adults in improving their career decisions. Specifically, program development will be centered upon a core structure of career exploration and decision-making materials and procedures designed to (1) be integrated into ongoing school curriculum and guidance programs; (2) provide direct experiences for the target population; (3) provide for a developmental approach over a span of years; (4) provide a range of alternatives for delivery, from semester courses to single direct experiences; (5) provide for a group delivery process, removing the dependence upon a one-to-one situation that is costly and inefficient; (6) take advantage of modern technology and management procedures; (7) utilize existing school facilities, staff, and career information resources; and (8) be implemented on a relatively low-cost budget.

CC030014 274,595 Simmons

Work Orientation.

Project Director: Peterson, Robert
Organization: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103
Telephone: (415) 565-3000
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 06
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-80-0103
Funding Period: Start Date 01 Dec 79; End Date 30 Nov 82
Fiscal Year Funding: FY80; $140,595; 1 Dec 79 to 30 Nov 80. FY81; $134,000; 1 Dec 80 to 30 Nov 81
Descriptors: *Career Education, *Educational Development, *Values Education, *Work Attitudes, Values, Surveys, Educational Research, Program Planning
Identifiers: Federal, Proposal
Note: This activity was previously funded under grant NIE-G-78-0203. An additional $4,973 was charged to FY 1979. Total project dollars do not reflect projected monies for continuing years

Based upon the assumption that work-related values taught by educators help determine adult attitudes and job satisfaction, this project seeks to identify, understand, and assist education efforts to teach about work. Questions addressed by this study will include determining if there is a signigicant role for schools in the development of work values; if there is a usable base of knowledge about work to support substantive education practices; and what additional steps are needed to enable schools to assume positive roles. Four tasks included in this project are a review and systematic analysis of major issues and trends in the nature of work and work attitudes; a survey of groups whose values are important factors in defining educational objectives and teaching about work; an assessment of the relative importance of education in relation to other factors in affecting youth attitudes about work; and consultation with experts from a variety of fields to develop recommendations for career education, vocational education, and other work-related education programs.

CC030015 60,000 Simmons

Defiers of Negative Predictions of Success: A Case Study.

Project Director: Braithwaite, Ronald; Gordon, Edmund
Organization: Howard University, 2400 6th Street, NW, Washington, DC 20059
Telephone: (202) 686-6770
Organization Type: College/University
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-80-0180
Funding Period: Start Date 01 Nov 80; End Date 31 Dec 81
Fiscal Year Funding: FY80; $50,000; 1 Nov 80 to 31 Oct 81. FY81; $10,000; 1 Nov 81 to 31 Dec 81
Descriptors: *Success, *Predictor Variables, *Achievement Need, *Case Studies, Interviews
Identifiers: Federal, Proposal

Data will be collected on fifteen individuals who have succeeded despite negative predictions of success. The fifteen adults, identified through Project Talent and Hampton Institute data files, will be questioned through in-depth retrospective life history interviews. The interview questions will be primarily open ended and will focus on the positive side of achievement. The intent of the interviews will be to systematically capture significant events in the respondents' lives. A taxonomy will be developed to operationalize and explain key factors which emerge. The results will be submitted to professional meetings and published in a monograph.

CC030017 102,100 Ortiz-Franco

Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.

Project Director: Gerace, William; Mestre, Jose
Organization: University of Masschusetts, Department of Physics and Astronomy, Amherst, MA 01003
Telephone: (413) 545-1310
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-79-0094
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82
Fiscal Year Funding: FY80; $47,800; 1 Sep 79 to 31 Aug 80. FY81; $54,300; 1 Sep 80 to 31 Aug 81
Descriptors: *Bilingual Students, *Interference Language, *Learning Processes, *Test Bias, *Spanish Speaking, Problem Solving, Testing Problems, Science Education, Mathematics Education, Higher Education
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Project staff will determine bilingual students' preconceptions and misconceptions before, during, and after taking a technical course and how they differ from monolingual students'; if bilingual students retail misconceptions formed in their dominant language that have been resolved in their nondominant language; if a bilingual student's thinking ability in terms of accuracy and speed is dependent upon the language in which the information is needed to solve the problem was learned; to what extent the stumbling blocks of bilingual students in technical tests are due to subtle language misunderstandings; and if difficulties encountered by bilingual students in developing problem solving skills are different from or similar to monolingual students. Data will be collected from forty to fifty undergraduate Spanish-speaking bilingual students in the minority engineering program and the bilingual collegiate program majoring in science or mathematics through videotaped clincial interviews of students solving problems in physics, written examinations, and consultations with tutors and professors teaching technical courses to bilingual students. Protocol analysis will be used. Project results may facilitate attempts to design remedial materials for bilingual students majoring in a technical field.

CC030023 60,002 Thomas

Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
Project Director: Gupta, Nina
Organization: Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701
Telephone: (512) 476-6861
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 10
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: 400-80-0107
Funding Period: Start Date 01 Dec 79; End Date 30 Nov 82
Fiscal Year Funding: FY80; $30,001; 1 Dec 79 to 30 Nov 80. FY81; $30,001; 1 Dec 80 to 30 Nov 81
Descriptors: *Adolescents, *Occupational Aspiration, *Socioeconomic Influences, *Sex Role, Interviews, Sociology, Minority Group Influences, Social Influences, Black Youth, Mexican Americans
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

The impact of social class, sex-role attitudes, and social psychological variables on low SES adolescents' future plans will be examined. Detailed information about the plans will be provided. In the first year, in-depth interviews will be conducted with low SES white adolescents. Research subjects for fiscal year 1981 and fiscal year 1982 will be black adolescents and Mexican-American adolescents respectively. Males and females will be considered separately. With information from this research, intervention strategies can be planned to enable adolescents to consider an expanded range of realistic options.

CC030024 92,027 Goodwin
Delivery-level View of Federal Policies Affecting the Transition from School to Work.
Project Director: Elmore, Richard
Organization: University of Washington, Institute of Governmental Research, Graduate School of Public Affairs. Seattle, WA 98105
Telephone: (206) 543-0190
Organization Type: College/University
Geographic Location: Congressional District 07
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-80-0138
Funding Period: Start Date 17 Sep 80; End Date 16 Sep 82
Fiscal Year Funding: FY80; $61,352; 17 Sep 80 to 16 Sep 81. FY81; $30,675; 17 Sep 81 to 16 Sep 82
Descriptors: *education Work Relationship, *Federal Legislation, *Delivery Systems. *Youth Employment, *Government Role, *Government School Relationship, Compliance Legal
Identifiers: Federal, Proposal

A concept of implementation, "backward mapping," will be applied to the policy domain concerned with youths' transition from school to work. Most implementation studies begin with a law or regulation and track compliance with its requirements through various levels of government. This perspective emphasizes hierarchy, regulation, and fidelity to original objectives. The "backward mapping" approach begins with the lowest level of the system; examines transactions between service deliverer and recipient; and asks about the organizational, political, and practical constraints that operate on the government's ability to affect these transactions. This perspective emphasizes the exercise of discretion in the implementation process and incentives that operate at different levels in the service delivery system.

CC030026 244,932 Bucknam
Linkages.
Project Director: Crowe, Michael
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-81-0022
Funding Period: Start Date 01 Mar 81; End Date 30 Nov 81
Fiscal Year Funding: FY81; $244,932; 1 Mar 81 to 30 Nov 81
Descriptors: *agency Cooperation, *Disadvantaged Youth, *Employer Attitudes, *Employment Potential, *Youth Employment, Competency Based Education, Field Interviews, Postsecondary Education, School Business Relationship, Secondary Education, Vocational Education Teachers
Identifiers: Federal, Proposal

The coordination of services of job training agencies and educational institutions in serving the hiring needs of employers will be studied to determine whether linkages improve the employability of high-risk youth (those who experience high rates of unemployment, long periods of unemployment, and low wages, resulting in exit from the labor force) and to determine the efficiency of linking training to specific job competencies in improving the employability of high-risk youth. Persons in training institutions and employing organizations will be interviewed about the linkages for aligning competencies. Resulting information will be analyzed to assess what mechanisms exist to ensure that communicated needs of employers are incorporated into training curricula, what mechanisms exist to ensure that employers validate their contention of need for competencies in workers by hiring youth with those competencies, and what factors influence the extent of linkage between employers and trainers. Quarterly reports and an interim report will be written.

CC030027 217,062 Bucknam
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
Project Director: Miguel, Richard
Organization: Ohio State University, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-81-0022
Funding Period: Start Date 01 Mar 81; End Date 30 Nov 81
Fiscal Year Funding: FY81; $217,062; 1 Mar 81 to 30 Nov 81
Descriptors: *Disadvantaged Youth, *Employment Potential, *Field Interviews, *Field Studies, *Material Development, *Youth Employment, Data Collection, Job Skills, Vocational Education Teachers
Identifiers: Federal, Proposal

High-risk youth (those who experience high rates of unemployment, long periods of unemployment, and low wages, resulting in exit from the labor force), employers, and educators or trainers at selected CYEP sites will be interviewed using project-designed interview items. An instrument will be developed for subsequent research to yield data suitable for analyzing the relationship of youth employment risk factors to employment competencies. Pilot tests for developing the instrument will be conducted in the Columbus, Ohio vicinity and in the CYEP sites (Rock Island, Illinois and Pensacola, Florida). Quarterly reports and an interim report will be delivered.

CC030028 350,930 Thorne

Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.

Project Director: Miller, Juliet

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-81-0035

Funding Period: Start Date 14 Sep 81; End Date 13 Sep 84

Fiscal Year Funding: FY81; $350,930; 14 Sep 81 to 13 Sep 82

Descriptors: *career Education, *Clearinghouses, *Information Dissemination, *Information Processing, Adult Education, Technical Education, Educational Resources, Information Retrieval, School Business Relationship

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years. This activity was previously funded under NIE-400-76-0122

The clearinghouse is responsible for identifying, acquiring, selecting, and processing educational documents and journal articles for inclusion in the ERIC system and for announcing them in "Resources in Education" (RIE) or "Current Index to Journals in Education" (CIJE). The scope of the clearinghouse includes (1) adult and continuing (including non-work) education, formal and informal, including basic and literacy education, correspondence study, and all areas of inservice training relating to occupational, family, leisure, citizen, organizational, and retirement roles; (2) career education, formal and informal, at all levels, encompassing career development materials relating to attitudes, aptitudes, self-knowledge, and occupational information; (3) vocational and technical education, including new and emerging vocational and technical fields, vocational rehabilitation (for the handicapped, mentally retarded, prisoners, discharged military, etc.), and law enforcement, police training, and criminology; and (4) education and work with related areas of manpower economics and manpower programs, school-to-work transition, occupational psychology and occupational sociology, internships, apprenticeships, on-the-job training and cooperative education, business-industry-labor relationships, and consumer education. Clearinghouse user services include preparation of bibliographies and information analysis papers on current topics of interest and critical problems in the field; question answering in response to user requests for information about ERIC services, document location, and referral to sources of information; and computer services of the ERIC system for documents and journal articles relevant to specific problems.

Fund for the Improvement of Postsecondary Education

CC040003 79,109 Kaplan

Alternative for Professional Textile Arts Training.

Project Director: Jouret, Ellen G.
Organization: Pacific Basin School of Textile Arts, 1641 San Pablo Avenue, Berkeley, CA 94702
Telephone: (415) 526-9836
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 08
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-03417
Project Number: 925AH91130
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82
Fiscal Year Funding: FY79; $33,370; 1 Sep 79 to 31 Aug 80. FY80; $32,739; 1 Sep 80 to 31 Aug 81. FY81; $13,000; 1 Sep 81 to 31 Aug 82
Descriptors: *career Development, *Certification, *Craftsmen, *Textiles Instruction, Business Education, Marketing, Merchandising, Postsecondary Education
Identifiers: Federal, Proposal, *Textile Arts

To aid artisans in dealing with career problems, Pacific Basin School of Textile Arts will provide a professional career development program in textile arts. The program will be accessible to a varied population in terms of cost, responsiveness to individual goals, and appropriate training for professional work in the field, including self-support skills. The program will require a minimum of two years or six quarters of study. In addition to the school's current comprehensive curriculum in textile art techniques, design, and history, appropriate professional training courses in production and marketing will be added. Students will acquire a professional approach to producing textiles through training in realistic planning, cost control, and efficient production methods—all within the context of high esthetic and craftsmanship standards. Students will also be encouraged to explore their attitudes towards business, money, and efficient use of their time. They will be given opportunities to successfully use business skills in laboratory settings. Such skills training will include record and bookkeeping, pricing, sales tax, and copyright planning, and an introduction to relevant law. A two-year certificate program will be implemented. Candidates will be certified on the basis of periodic evaluations of work, the extent to which objectives have been met, a master project in the area of specialization, and a final portfolio developed over the course of study.

CC040006 126,671 Rolzinski

Practical Management and Organizational Development Training.

Project Director: Frye, Joseph M. Jr
Organization: Kentucky Highlands Investment Corporation, PO Box 628, London, KY 40741
Telephone: (606) 864-5175
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 05
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-05162
Project Number: 925AH90900
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82
Fiscal Year Funding: FY79; $55,030; 1 Sep 79 to 31 Aug 80. FY80; $44,741; 1 Sep 80 to 31 Aug 81. FY81; $26,900; 1 Sep 81 to 31 Aug 82
Descriptors: *community Development, *Decision Making Skills, *Economic Development, *Leadership Training, *Administrator Education. Community Leaders, Community Organizations, Community Planning, Technical Assistance
Identifiers: Federal, Proposal, *Entrepreneurs, *Small Business Management

The purpose of this three-year project is to train and counsel small business owner-managers and civic leaders in community organizations to acquire and use decision-making and planning skills to initiate and sustain community-based economic development. Specific outputs of the program will be (1) onsite managerial problem-solving assistance and counseling; (2) management workshops for approximately thirty-eight business entrepreneurs; (3) organization development workshops for approximately forty-eight social leaders or entrepreneurs; (4) a referral network of civic, community, business, and social leaders; (5) a bookkeeping and financial consulting service; and (6) evaluation instruments designed to determine program effectiveness and to revise program activities. In addition to learning decision-making and problem-solving skills, business entrepreneurs will learn to control production, inventory, sales, cash, etc. ; to analyze and use financial information; to improve production flow, marketing strategies, control systems, etc. ; and to operate at a profit or increase profitability. Social entrepreneurs will learn to assess accurately community problems and identify solutions; plan changes in existing institutions or build new ones and implement these plans; tap other "people" resources in the community; understand and use organizational skills; set goals for their organizations and communicate these effectively to the community; and seek and use feedback from community residents. Activities involved in carrying out the proposed program involved three areas: locating and selecting participants; managing a revolving loan fund which, in conjunction with local banks, provides the capital necessary to finance the operations of new or expanded ventures; and providing onsite technical assistance and counseling.

CC040010 339,305 MacDonald

Urban Educational Center Associate Degree Project.

Project Director: Hermanson, John
Organization: Rhode Island College, Urban Education Center, 830 Eddy Street, Providence, RI 02905
Telephone: (401) 456-8185
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-03143
Project Number: 925AH90607
Funding Period: Start Date 15 Jul 79; End Date 14 Jul 82
Fiscal Year Funding: FY79; $127,866; 15 Jul 79 to 14 Jul 80. FY80; $105,610; 15 Jul 80 to 14 Jul 81. FY81; $105,829; 15 Jul 81 to 14 Jul 82
Descriptors: *economically Disadvantaged, *Minority Groups, *Skill Centers, *Urban Education, *Adult Programs, Associate Degrees, Intercollegiate Cooperation, Counseling Services, Dual Enrollment, Experiential Learning, Postsecondary Education, School Holding Power
Identifiers: Federal, Proposal

Rhode Island Junior College and Rhode Island College's Urban Education Center will collaborate to establish a personalized, work-related associate degree program for urban disadvantaged and minorities. Project components will include (1) assessment of experiential learning and of noncollegiate-sponosred learning (borrowing from and adapting models already tested but with emphasis on assessing trade and blue-collar skills); (2) combined academic, career, and personal counseling; (3) six courses leading toward three possible majors through a dual enrollment policy; and (4) a remedial skills center with both personalized and computer-assisted instruction. It is anticipated that approximately 75 to 100 adults from minority and low income families will be served. Expected outcomes include recruit-

ment of minority students, 85 percent of whom would not have continued their education otherwise; development of a close working relationship between two public institutions of higher education; acceleration of the state's efforts to develop workable, efficient methods for identifying, verifying, and crediting experiential learning; development of a much needed remedial skills center in the inner city; retention of disadvantaged and minority adults in postsecondary programs; and development of increased self-respect, self-awareness, and personal satisfaction on the part of the program learners.

CC040011 283,799 MacDonald

Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.

Project Director: Brumm, Loren
Organization: Wisconsin State Board of Vocational, Technical, and Adult Education, Office of Contracts and Grants. 4802 Sheboygan Avenue, Madison, WI 53702
Telephone: (608) 266-2318
Organization Type: State Education Agency
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-04450
Project Number: 925AH90309
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 82
Fiscal Year Funding: FY79; $93,356; 1 Oct 79 to 30 Sep 80. FY80; $98,443; 1 Oct 80 to 30 Sep 81. FY81; $92,000; 1 Oct 81 to 30 Sep 82
Descriptors: *audiovisual Instruction, *Agency Cooperation, *Material Development, *Competency Based Education, *Consortia, Individualized Instruction
Identifiers: Federal, Proposal

The Wisconsin VTAE system for a number of years has been changing its method of instruction to an individualized, competency-based format. The most difficult and costly problem is obtaining quality audiovisual materials to enable students to start, stop, and learn at their own pace. This project will establish an audiovisual materials production consortium. The consortium will be established through a formal inter-agency agreement between the majority of Wisconsin VTAE districts and the Wisconsin Board of Vocational, Technical, and Adult Education. The consortium will provide an organizational structure through which the VTAE districts can jointly identify, plan, and produce mutually needed competency-based audiovisual materials. The consortium structure will reduce duplicate production of high demand AV materials and increase the quality of the materials produced to the point that they could be copyrighted and distributed nationally. The consortium could eventually be supported through royalty revenues from national distribution of audiovisual productions, external grants and gifts, and district contributions. This project is supported by the Board and Wisconsin VTAE districts. In addition, other states are interested in the project. There is also potential for replicating the consortium model. If other states were to form similar consortia, an interstate system for production and sharing of competency-based audiovisual materials might eventually be established.

CC040012 200,710 Fullilove

Workers As Students: Meeting the Need for Financial Aid Counseling.

Project Director: Pollack, Ronald
Organization: College of New Rochelle, School of New Resources, Xavier Building, New Rochelle, NY 10801
Telephone: (914) 632-5300
Organization Type: College/University
Geographic Location: Congressional District 24
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05084
Project Number: 925AH01357
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 82
Fiscal Year Funding: FY80; $100,710; 1 Jul 80 to 30 Jun 81. FY81; $100,000; 1 Jul 81 to 30 Jun 82
Descriptors: *student Financial Aid, *Adult Students, *College Students, *Counselor Training, *Adult Counseling, *Self Supporting Students, *Need Analysis Student Financial Aid, College Applicants, Nontraditional Students, Postsecondary Education, Financial Needs, Student Costs
Identifiers: Federal, Proposal

The College of New Rochelle, in collaboration with the college board, will develop and implement a financial aid counseling program for full-time working adults who are also college students at the School of New Resources. Project goals will be to discover and provide information about often neglected, work-related financial aid sources for adult full-time students; improve training of full-time financial aid counselors to provide accurate information about these sources and help students apply for them; instill in the business affairs, financial aid, and bursar's staff a sensitivity to the social and psychological needs of adults; provide students with estimates of personal costs and inform them of financial aid available before they register; increase amount of financial aid and improve financial aid services to increase retention of working students; disseminate information on financial aid sources to libraries, CETA programs, educational opportunity centers, and others; and evaluate, document, and disseminate to other postsecondary institutions the administrative and organizational procedures, training program, and information on aid sources to help establish financial aid counseling services. A data base of work-related student financial aid will be developed by conducting a library search and mailing a questionnaire to work-related organizations and agencies; a computerized retrieval system will be developed and maintained. Financial aid counselors will be trained to use the computer-assisted search system and to improve knowledge of the regular aid program to discover provisions relating to adult learners. Counselors also will receive affective training to sensitize them to special social and pyschological needs of working students. A computer module system interfaced with an existing bursar's system will provide instant financial aid analysis and generate a complete financial aid package at each registration location for each student. College board staff will conduct project evaluation, including monitoring of student retention.

CC040013 118,500 DeMeester

Smith Management Program for Women.

Project Director: Lerner, Brenda
Organization: Smith College, Northhampton, MA 01063
Telephone: (413) 584-6660
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-04280
Funding Period: Start Date 01 Aug 80; End Date 30 Jun 82
Fiscal Year Funding: FY80; $68,500; 1 Aug 80 to 31 Jul 81. FY81; $50,000; 1 Aug 81 to 30 Jun 82
Descriptors: *working Women, *Management Development, *On the Job Training, *School Business Relationship, *Individual Development, *Supervisory Training, Entery Workers, Managerial Occupations, Finance Occupations, Marketing, Computer Science
Identifiers: Federal, Proposal

Smith College will initiate a pilot program for women in entery-level and first-line management positions designed to strengthen functional skills (finance, marketing, computer science, and operations management) and understanding of organizational behavior through a thirteen-month program including two three-week summer sessions at Smith and an interim year of on-the-job management development. The interim component will follow a developmental action plan designed by and for the individual participants and her corporate supervisor. This unique approach will address two fundamental problems: the underrepresentation and lack of support of women in management, and the general absence of training of corporate supervisors to foster the development of management potential in their employees. The program's immediate objectives will be to strengthen each participant's management skills and style in ways that will enable

her to deal more effectively with her employees, peers, and other managers; provide her with training in functional areas; increase her ability to manage effectively her personal and professional life; broaden her general understanding of business organizations and her role as a women; develop interpersonal skills and leadership abilities; and enhance promotability. Project staff also will acquire new knowledge about the supervisory process which will be applied later to training workshops for supervisors and included in a report on the evolution of the Smith Management Program for Women and its results.

CC040014 96,163 MacDonald

High-Technology Industries: Staff Training Exposure Program.

Project Director: Saunders, Laura W.
Organization: New Environments for Women, Inc, 294 Washington Street, Room 305, Boston, MA 02108
Telephone: (617) 426-5515
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 08
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Project Number: 925AH01589
Funding Period: Start Date 01 Aug 80; End Date 31 Jul 82
Fiscal Year Funding: FY80; $39,927; 1 Aug 80 to 31 Jul 81. FY81; $56,236; 1 Aug 81 to 31 Jul 82
Descriptors: *disadvantaged Youth, *Technical Occupations, *Occupational Information, *Career Counseling, *Resource Materials, Technology, Information Dissemination, Inservice Education, Science Education, Mathematics Education
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act, High Technology Occupations

Comprehensive Employment and Training Act (CETA) youth staff's familiarity with high technology occupations will be increased; workable models for increasing access of CETA-eligible youth, especially young women, to these occupations will be demonstrated; and systems for transmitting high technology occupational information to CETA staff in a form immediately usable in the field will be established. Features of the intervention approach will include exposure training conferences for core groups of CETA youth staff and CETA youth in the state; development of attractive and immediately useful resource materials for staff and youth on understanding scientific and technical occupations and building basic competencies for access; development of local and regional access linkages involving industries, training systems, community-based organizations, and prime sponsors-subgrantees; technical assistance to local youth staff in disseminating high technology information to other youth and staff, and designing-implementing locally appropriate programs to increase access; and disseminating resource packages and local models to state and national audiences and developing systems for continued knowledge flow from the high technology field to local service deliverers. Expected outcomes will include visibility and active use of the project's activities and products; a positive attitude towardy math- and science-based careers among CETA youth staff and youth; the existence of self-sustaining program modifications at the local level designed to increase high technology access; working linkages among CETA youth staff, private industry, and education and training programs; and commitment of state and local administrators to building on the project benefits. Products will include a project newsletter, staff resource manual, staff training conference design, youth resource booklet, youth exposure workshop design, and report on ten local program initiatives.

CC040015 143,219 Hornig

Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.

Project Director: Kincaid, Bernard
Organization: University of Alabama in Birmingham, School of Community and Allied Health. University Station, Birmingham, AL 35294
Telephone: (205) 934-5614
Organization Type: College/University
Geographic Location: Congressional District 06
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05087
Project Number: 925AH01664
Funding Period: Start Date 01 Aug 80; End Date 31 Jul 82
Fiscal Year Funding: FY80; $66,887; 1 Aug 80 to 31 Jul 81. FY81; $76,332; 1 Aug 81 to 31 Jul 82
Descriptors: *consortia, *Black Colleges, *Black Education, *Allied Health Occupations Education, *Career Counseling, *Educational Opportunities, Postsecondary Education, Intercollegiate Cooperation, Articulation Education, Student Recruitment, Cost Effectiveness
Identifiers: Federal, Proposal

Project staff will expand the postsecondary educational opportunity for minority students enrolled in the state's traditionally black four-year colleges and universities (TBIs) through the development of a consortium among the eight TBIs and the School of Community and Allied Health (SCAH) at the University of Alabama. The consortium will provide a mechanism for minority students to enroll in baccalaureate allied health training programs not presently available on the TBI campuses. The project will allow the SCAH to serve as an extension of the individual TBI campuses. Objectives include developing formal, interinstitutional agreements to develop and implement curriculum articulation and coordination; developing a baccalaureate-level allied health career counseling process for students enrolled in the TBIs by establishing a network of advisors; and making the baccalaureate-level consortium an ongoing part of the SCAH without outside funding by 1983. Anticipated outcomes include improving postsecondary educational opportunities for TBI students, developing a cost-effective approach to training health professionals at the baccalaureate level, and establishing new career paths for minority students and increasing the number of minorities in allied health professions. A handbook will be developed to use in academic advising and to clarify the consortium agreement. Internal and external evaluation will be conducted, including a graduate follow-up survey. Project reports will be disseminated.

CC040016 145,659 Rolzinski

Community-Based Career Guidance Program for Black Women.

Project Director: Monk, Cheryl
Organization: Black Career Women, Inc, 3696 Dogwood Lane, Cincinnati, OH 45213
Telephone: (513) 731-0598
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 08
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Contract Number: OEC-300-80-0791
Project Number: 925AH00548
Funding Period: Start Date 01 Sep 80; End Date 30 Aug 82
Fiscal Year Funding: FY80; $70,659; 1 Sep 80 to 30 Aug 81. FY81; $7,500; 1 Sep 81 to 30 Aug 82
Descriptors: *working Women, *Blacks, *Professional Development, *Employment Services, *Community Involvement, *Self Help Programs, *Career Guidance, Promotion Occupational, Career Counseling, Job Placement, Clearinghouses, Information Dissemination, Consultants, Employment Opportunities, Education Work Relationship
Identifiers: Federal, Proposal

Black Career Women, Inc. will attempt to respond to the needs and concerns of black women in the work force in professional development and career advancement by establishing an office that would serve Cincinnati and outlying areas; providing professional services in job preparation and placement; developing and implementing a resume system and record retention of necessary papers; maintaining contact with the community to provide data to concerned women about position openings and work with them on skill development and maintenance to ensure them of obtaining and retaining advanced career opportunities; providing services in a centrally located office

during regularly scheduled hours, with built-in flexibility to accommodate schedules of working women; documenting all segments of work to determine the effectiveness of the part-time team concept; using a telephone service to stay in touch with the community; publishing and distributing newsletters and other materials; encouraging staff to attend business conferences and workshops to broaden their areas of expertise; and expanding the program to a national network. Products will include a job clearinghouse system, seminars and educational programs, a resume information system, data collection on black women workers, a model office, newsletters, self-help programs, and a system for supplying black women consultants to employers. Internal, external, and participant evaluations will be conducted.

CC040017 175,000 Ehrmann

Measurement of Outcomes of Management Education: A Feasibility Study.

Project Director: Laidlaw, William K. Jr
Organization: American Assembly of Collegiate Schools of Business, 11500 Olive Street, Suite 142, St. Louis, MO 63141
Telephone: (314) 872-8481
Organization Type: National/Federal Education Agency
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05887
Project Number: 925AH01761
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 82
Fiscal Year Funding: FY80; $100,000; 1 Sep 80 to 31 Aug 81. FY81; $75,000; 1 Sep 81 to 31 Aug 82
Descriptors: *business Education, *Educational Assessment, *Cognitive Ability, *Accreditation Institutions, *Outcomes of Education, Accounting, Educational Quality, Qualifications, Educational Research, Feasibility Studies, Measurement Techniques
Identifiers: Federal, Proposal

The American Assembly of Collegiate Schools of Business will conduct a multistage project to identify critical knowledge, skills, and abilities of business school undergraduates and graduates; assess the feasibility of measuring these factors; and consider ways in which accreditation procedures might incorporate processes that focus on these factors. In phase 1, two general sets of qualities of business school graduates needed to meet management needs were identified. The two sets, described together as output variables, were labeled cognitive and noncognitive. In phase 2, research will focus on the extent to which output variables can be measured by cost effective techniques; the degree to which output standards for accreditation are seen by students, faculty, and the business community as appropriate; and the extent to which business school experience contributes to the amount of the output variables possessed by its graduates. Several of the cognitive and noncognitive qualities identified will be evaluated with instruments created for the project or adapted from instruments used in industrial settings. Tests to yield group reliable measures for areas such as accounting and finance will be created; instruments such as an in-basket exercise to measure organizing, planning, and decision-making skills and the Test of Thematic Analysis to measure the ability to perceive and understand structure within a set of complex information will be adapted. A methodology will be developed for assessing the extent to which a business school experience contributes to levels of knowledge, skills, and so on possessed by its graduates. If the research shows that output factors can be useful for accreditation, it will be possible to develop accreditation procedures to evaluate the quality of business school graduates more directly than do the standards now in use. The procedures used may serve as accreditation models for other schools who need to maintain high standards of quality among graduates and who need to assess the extent to which their schools meet these standards. Each participating firm will provide a final report of each of the three segments; a final report of the entire study also will be delivered.

CC040018 65,165 DeMeester

GED and Office Assistant Program.

Project Director: Ross, Diana
Organization: The Philadelphia School of Office Training, 8001 Roosevelt Boulevard, Philadelphia, PA 19152
Telephone: (215) 338-1215
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 04
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Funding Period: Start Date 02 Sep 80; End Date 1 Oct 82
Fiscal Year Funding: FY80; $31,975; 2 Sep 80 to 1 Sep 81. FY81; $33,190; 2 Sep 81 to 1 Oct 82
Descriptors: *dropouts, *High School Equivalency Programs, *Access to Education, *Office Occupations Education, *Interpersonal Competence, *Nontraditional Students, Continuing Education, Postsecondary Education, Associate Degrees, Two Year Colleges, Daily Living Skills, Business Education
Identifiers: Federal, Proposal

Between twenty-five and forty high school dropouts annually will simultaneously prepare for a general educational development certificate (GED) and receive postsecondary vocational training for credit. Out of 200 eligible applicants, forty to fifty will be admitted to a modified four-term office assistant program. The curriculum will include the introduction of interpersonal relations and basic living skills as a support for nontraditional students and to increase their chances of success in the job. After receiving the GED, students may elect to continue study for an associate in specialized business degree at the school, or at another four-year institution. Project staff may assist other institutions to evaluate and replicate the model as a means of recruiting new groups of students to increase college enrollment in the 1980's. Results will be disseminated through articles in professional journals and presentations to meetings such as the Pennsylvania Association of Two-Year Colleges. Information on recruiting alternative students will be disseminated primarily through the Compact for Lifelong Educational Opportunity, which publicizes nationally efforts to serve all continuing education students.

CC040019 122,598 MacDonald

Phototypesetting Specialization in a Printing and Publishing Program.

Project Director: Hendrickson, T.
Organization: Western Wisconsin Technical Institute, Sixth and Vine Streets, LaCrosse, WI 54601
Telephone: (608) 785-9178
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 03
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-04759
Project Number: 925AH01438
Funding Period: Start Date 01 Aug 80; End Date 31 Jul 83
Fiscal Year Funding: FY80; $59,147; 1 Aug 80 to 31 Jul 81. FY81; $63,451; 1 Aug 81 to 31 Jul 82
Descriptors: *interdisciplinary Approach, *Computer Science Education, *Data Processing, *Communications, *Publishing Industry, *Photocomposition, Postsecondary Education, Information Systems, Business Education, Printing, Curriculum Development, School Business Relationship, Learning Modules
Identifiers: Federal, Proposal, Word Processing
Note: Total project dollars do not reflect projected monies for continuing years

A model postsecondary cross-disciplinary program will be developed to involve students in analysis, critical thinking, and problem solving applicable to successfully operating an information system which combines word processing, phototypesetting, and the computer. Traditionally, word processing and computer science are part of business education, while phototypesetting trains students to code, keyboard, and edit for direct entry to the phototypesetter. This program will educate phototypesetting specialists to solve programming problems related to word processing terminals, data processing input devices, and phototypesetter terminals. In phase 1, interacting

communications systems being marketed will be surveyed to determine commonalities and unique features, a series of simulated problems will be designed for laboratory use, and work sites will be identified in local industries. Instructional modules will be developed in word processing, data processing, and printing and publishing in phase 2. In phase 3, identified faculty members from the three program areas will be trained in all parts of the system. The program will begin with fifteen selected students in the first quarter of the 1981-82 school year in phase 4 of the project. At the end of the six-quarter program, graduates will meet with faculty and advisory committee members to evaluate the program. In phase 5, promotional materials will be developed to encourage industry participation in an in-service summer program. The project will be evaluated at the end of the second year in phase 6. Additional instructional models will be developed with real institutional projects requiring application of all program components. A follow-up study of the first graduates will be conducted. Progress reports will be published during the summer quarter of 1981-82.

CC040020 162,915 DeMeester

The Apparel Worker in New England: Mobility and Education.

Project Director: Zwirner, B.
Organization: New England Regional Joint Board, Amalgamated Clothing and Textile Workers' Union. 867 State Road, North Dartmouth, MA 02747
Telephone: (617) 997-2931
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 12
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-06117
Project Number: 925AH00589
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 83
Fiscal Year Funding: FY80; $85,915; 1 Sep 80 to 31 Aug 81. FY81; $77,000; 1 Sep 81 to 31 Aug 82
Descriptors: *labor Education, *Fashion Industry, *Minority Groups, *Technological Advancement, *Nonschool Educational Programs, Ethnic Groups, Portuguese Americans, Italian Americans, Working Women, Unions, Nontraditional Education, High School Equivalency Programs, English Second Language, Literacy Education, Leadership Training
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

A basic skills and nontraditional education program will be offered to the 13,000 members (primarily ethnic minorities and women) of the Amalgamated Clothing and Textiles Workers Union to upgrade their educational and mobility levels in response to technological, corporate, and managerial changes transforming the industry. The basic skills program will provide members with instruction in English as a Second Language, literacy training, and courses needed to obtain the General Educational Development Certificate. These courses, using a nontraditional setting and curriculum, will be run by area education boards and university continuing education programs. Project staff will design and conduct a needs assessment, select local unions to participate in the first phase of basic skills training, form local educational opportunity committees, and develop curriculum. The nontraditional education program, carried out in cooperation with special institutes and programs, will educate staff, local union leaders, and rank and file members in technological, managerial, and corporate changes in the industry; group dynamics and communication skills; and worker-in-society issues. Project staff will conduct a needs assessment; assign local leaders to special technological programs, institutes, and shows; provide programming for union leadership training; and develop packets of teaching materials on technological changes in the industry for use at local union meetings. Both programs will continue beyond the three-year funding period.

CC040021 164,476 Hayman

Community Health Advocate Program of Yakima Valley.

Project Director: Callen, William B.
Organization: University of Washington, Department of Health Services, 1460 Northwest GI-75, Seattle, WA 98105
Telephone: (206) 543-6484
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05083
Project Number: 925AH01335
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 83
Fiscal Year Funding: FY80; $73,251; 1 Sep 80 to 31 Aug 81. FY81; $91,225; 1 Sep 81 to 31 Aug 82
Descriptors: *bilingual Students, *Spanish Speaking, *On the Job Training, *Competency Based Education, *Health Programs, *Community Health Services, Health Occupations, Migrant Workers, Community Colleges, Intercollegiate Cooperation, Public Health, Off Campus Facilities
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Bilingual community outreach workers employed full-time at their local clinic will participate in an entry-level health career program developed jointly by the University of Washington School of Public Health and Yakima Valley Community College at the request of the central Washington clinics which serve 40,000 Spanish-speaking migrant and seasonal farmworkers. In addition to skill improvement, health career opportunities will be developed for those outreach workers interested in advanced health careers. The competency-based model will integrate classroom work, clinical (tutorial) training, and job experience during the year to improve students' skills in patient services, health education, and personal interviewing with Spanish-speaking farmworkers and other clinic patients. Students will be awarded a certificate indicating fulfillment of technical course requirements (seventy units of credit) toward an associate degree. The training program has been pilot tested in a Seattle-based project for native Americans and urban minorities and will demonstrate the viability of such training for bilingual students in a site geographically distant from the university health center. Educational materials developed will be used to duplicate the training model in other communities and in developing countries. Project staff will conduct student and program evaluations, disseminate curriculum and reference materials, present reports, and submit articles to medical and education journals.

CC040022 102,952 Fullilove

University of Connecticut Health Science Cluster Program (HSCP).

Project Director: Hogan, James C. Jr
Organization: The University of Connecticut, Special Academic and Enrichment Affairs. Box U-202, Storrs, CT 06268
Telephone: (203) 486-4040
Organization Type: College/University
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05946
Project Number: 925AH00538
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 83
Fiscal Year Funding: FY80; $51,300; 1 Sep 80 to 31 Aug 81. FY81; $51,652; 1 Sep 81 to 31 Aug 82
Descriptors: *allied Health Occupations Education, *Student Recruitment, *Disadvantaged Youth, *Enrichment Activities, *Health Occupations, *Minority Groups, Blacks, Hispanic Americans, Medicine, Pharmacy, Dentistry, Secondary Education, Clinical Experience, Diagnostic Teaching
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

The health science cluster program at the University of Connecticut is designed to identify, motivate, recruit, and educate disadvantaged students interested in pursuing careers in medicine, dentistry, pharmacy, and the allied health professions. Forty additional students will be recruited for this project. Selected trainees will be disadvantaged

male and female, predominantly black and Hispanic, sophomore, junior, and senior high school students from Connecticut's major metropolitan areas. Students will be offered prerequisite training experiences through rigorous course instruction in reading and language skills, basic and advanced mathematics, chemistry, and biology. Additional enrichment activities will include special study sessions, lecture series, workshops, and increased exposure to outstanding role models. The rationale for the program includes early and proper identification of trainees with high-quality potential, the use of persistent and creative motivation, diagnostic and prescriptive instruction, continuous counseling and tutoring, a perceptive understanding of differing learning styles, and periodic follow-up. This approach will be supplemented with creative laboratory exercises and the opportunity for meaningful clinical experiences at the university's medical and dental schools, as well as other health care facilities in the Storrs and greater Hartford area. The program will increase the numbers of ethnic and minority students in the health professions, thus helping to alleviate the unequal access to existing health care resources.

CC040023 138,900 Hendrix

Worker Education for Worker Ownership.

Project Director: Herbert, Georgia
Organization: Industrial Cooperative Association, 2161 Massachusetts Avenue, Cambridge, MA 02140
Telephone: (617) 547-4245
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 08
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-04289
Project Number: 925AH01729
Funding Period: Start Date 01 Oct 80; End Date 30 Sep 83
Fiscal Year Funding: FY80; $75,900; 1 Oct 80 to 30 Sep 81. FY81; $63,000; 1 Oct 81 to 30 Sep 82
Descriptors: *cooperation, *Blue Collar Occupations, *Low Income Group, *Labor Education, *Guides, *Curriculum Development, Adult Education, Management Development
Identifiers: Federal, Proposal, Worker Owned Enterprises
Note: Total project dollars do not reflect projected monies for continuing years

The Industrial Cooperative Association (ICA), a nonprofit technical assistance organization committed to the development of worker-owned and controlled enterprises within low-income and blue collar communities, will conduct a three-year pilot project in worker-ownership education in three worker and worker-community-owned ventures which the ICA helped to organize. The learner-centered curriculum will be developed in response to the immediate needs of these firms, then designed as a series of independent but interrelated units for use in other firms. Case histories of the educational efforts in each firm and an educational manual for employee-owned firms will be developed. Worker-member interviews will be conducted every six months, and a formative evaluation will be conducted by an outside evaluator. Project progress and results will be disseminated through the ICA's regular public education efforts, including coordination with the National Consumer Cooperative Bank, the Conference-Alternative State and Local Public Policies, the Center for Economic Studies, and the New School for Democratic Management. The program will result in an informed, participatory workforce.

CC040024 30,000 DeMeester

Business Education and Specialized Training for Jobs (BEST JOBS).

Project Director: Silverman, Frances; McLeod, Bill
Organization: Thomas County Community College, Millpond at Pinetree Boulevard, Thomasville, GA 31792
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02429
Funding Period: Start Date 01 Sep 81; End Date 31 Aug 82
Fiscal Year Funding: FY81; $30,000; 1 Sep 81 to 31 Aug 82
Descriptors: *disadvantaged Youth, *Job Placement, *Office Occupations, *On The Job Training, *Student Employment, Agency Cooperation, Basic Skills, Career Counseling, Job Skills, Pilot Programs, Postsecondary Education
Identifiers: Federal, Proposal, Comprehensive Employment and Training Act
Note: This activity will be performed in cooperation with the US Department of Labor

The BEST JOBS program will be designed to develop, implement, and evaluate an operational, certificated, one-year college program in clerkmanship to meet the needs of educationally and economically disadvantaged youth for educational and occupational skills necessary to obtain and retain jobs in the local marketplace. (Clerkmanship refers to educational and occupational skills required for satisfactory performance in jobs at mercantile, industrial, educational, and social service establishments which include meeting the public, promoting sales, handling inventory, answering phones, taking orders, and other jobs involving goods and services.) Program design and administration will be based on relationships with the local Comprehensive Employment and Training Act (CETA) sponsor, resource people in the academic community, and the college's advisory council. Selection of fifty to sixty students for the pilot program will be made by a team consisting of college personnel, local CETA administrators, high school counselors, and several community agencies. Students will attend the college five mornings a week to study five major areas: basic skills improvement, business and finance, oral communications, business ethics, and personal development. Personal and career counseling will be an integral part of the program. Students will work between twenty and thirty hours a week at jobs secured by college personnel. Efforts will be made to match students' interests, abilities, and economic needs with job placement. In addition to the evaluation and quarterly and final reports, project staff will provide a replication handbook, media materials (public service announcements, newspaper articles, and tape recordings of television interviews), and a quarterly newsletter.

CC040025 50,000 DeMeester

BRIDGES: A Program for Unemployed Youth.

Project Director: McCarthy, Chris
Organization: Roxbury Community College, Division of Continuing Education, 424 Dudley Street, Roxbury, MA 02119
Telephone: (617) 445-3040
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 11
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02423
Funding Period: Start Date 01 Sep 81; End Date 31 Aug 82
Fiscal Year Funding: FY81; $50,000; 1 Sep 81 to 31 Aug 82
Descriptors: *agency Cooperation, *Disadvantaged Youth, *High Risk Youth, *Higher Education, *Staff Development, *Youth Employment, Career Awareness, Postsecondary Education, School Registration, Unemployment
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act
Note: This activity will be performed in cooperation with the US Department of Labor

The BRIDGES program will be a first step to create a permanent bridge between public higher education and Boston's prime sponsor, the Employment and Economic Policy Administration (EEPA). Activities with unemployed, high-risk youth in community-based Comprehensive Employment and Training Act (CETA) programs will provide a resource of information which can help higher education identify ways, other than traditional measures, to predict college potential among these high-risk youth. Agencies participating in the project will include the EEPA, the Public Higher Education Consortium of Boston (consisting of the five public colleges in Boston, Bunker Hill Community College, Roxbury Community College, Boston State College, Massachusetts College of Art, and the University of Massachusetts at Boston), the Private Industry Council, Roxbury

Community College, and Bunker Hill Community College. The BRIDGES program will have two components: a set of intensive services for a target group of sixty youth and a set of staff development activities for faculty and staff from the five public colleges and the prime sponsor. The youth activities will take place in two phases. The first phase will be a six-week career and educational awareness activity to be delivered on the sites of three CETA youth programs as part of the regular curriculum. These sites will be selected and supported by EEPA. The second phase will take place at one of the two participating community colleges. The project counselor will offer intensive, individual assistance needed by youth to enroll in college. Throughout the project, staff development activities will be conducted, such as seminars, development of a resource handbook for staff use, and examination of a set of case studies to help determine areas for institutional change. The project will be evaluated and a final report will be delivered.

CC040026 50,000 Rolzinski

Comprehensive Employment and Training Act (CETA) Youth Training Project.

Project Director: Dixon, Joyce
Organization: Los Angeles Community College District, 617 West Seventh Street, Los Angeles, CA 90017
Telephone: (213) 518-1000
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 32
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02426
Funding Period: Start Date 01 Sep 81; End Date 31 Aug 82
Fiscal Year Funding: FY81; $50,000; 1 Sep 81 to 31 Aug 82
Descriptors: *agency Cooperation, *Disadvantaged Youth, *Entry Workers, *Job Skills, *On The Job Training, Career Counseling, Postsecondary Education, Unemployment
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act
Note: This activity will be performed in cooperation with the US Department of Labor

The Los Angeles Harbor College CETA youth training project will institute and test an integrated education and on-the-job training program that will place CETA youth in entry-level positions in high demand job fields, provide them with comprehensive skills required to move up the job ladder, and provide them with the confidence and individual learning plan required to progress in postsecondary education to earn an associate or baccalaureate degree. The cooperative project will develop agreements among seven community CETA programs and Harbor College to be approved by the City of Los Angeles Community Development Department and the Los Angeles Community College District for future programs to include an employability development plan, competencies for five job fields, and a system of joint services. The system and cooperative components will be tested by assignment of 100 CETA youth for job-related training at the college. Participating students will be trained in the following high-demand job areas: machine shop, drafting, and secretarial science and computer operator. Academic and personal counseling and financial aid will be available to the students. Formative and summative evaluations will be conducted. A summary report will be delivered to include agreements, selection criteria, system model (including assessment tools and an employability development plan), competencies for entry-level employment in five fields, and participant achievement and placement records.

CC040027 49,968 Rolzinski

Individualized Programming for Youth.

Organization: State Fair Community College, 1900 Clarendon Road, Sedalia, MO 65301
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 04
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02424
Funding Period: Start Date 01 Sep 81; End Date 31 Aug 82
Fiscal Year Funding: FY81; $49,968; 1 Sep 81 to 31 Aug 82
Descriptors: *career Exploration, *Career Planning, *Computer Oriented Programs, *Disadvantaged Youth, *Individualized Instruction, *Open Enrollment, * *School Holding Power, Access to Education, Job Placement, Postsecondary Education, Program Evaluation
Identifiers: Federal, Proposal
Note: This activity will be performed in cooperation with the US Department of Labor

State Fair Community College will develop and implement a three-pronged program to increase the educational attainment of disadvantaged youth. The program will address the critical issues of accessibility and retention. Accessibility will be addressed by developing and implementing a flexible enrollment package featuring a core group of individualized courses. Retention will be addressed through developing and implementing a computerized career planning and support service. An integral part of the program will be private sector job sampling. The project will be evaluated by measuring student gains and providing documentation. The following information and materials will be provided and analyzed: number of job sites developed and the percentage of student participation; number of credit hours taken and completed; employer evaluation of student participation; two survey instruments developed to evaluate course materials and activities by teachers and students; problems encountered with enrollment procedures and solutions; cost data, staff time involvement, and student time involvement; analysis of the computer programs developed; student survey information on attitudes toward the computerized career planning system; minutes of meetings and program response to recommendations of the Youth Advisory Council; and a variety of numerical data such as the number of students placed in employment or further education. A final report will be delivered to the Missouri Department of Elementary and Secondary Education, Educational Resources Information Center (ERIC), the Missouri Commissioner of Higher Education, and all state prime sponsors.

CC040028 48,980 DeMeester

Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.

Project Director: Kaufman, Betty; Kornbluh, Joyce
Organization: University of Michigan, Institute of Labor and Industrial Relations, 108 Museums Annex, Ann Arbor, MI 48109
Telephone: (313) 764-0492
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02425
Funding Period: Start Date 01 Sep 81; End Date 31 Aug 82
Fiscal Year Funding: FY81; $48,980; 1 Sep 81 to 31 Aug 82
Descriptors: *Employed Women, *Job Training, *Minicourses, Agency Cooperation, Postsecondary Education, Workshops, Experiential Learning
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act
Note: This activity will be performed in cooperation with the US Department of Labor

The Program on Women and Work of the Institute of Labor and Industrial Relations (ILIR) of the University of Michigan will develop a two-tiered training program culminating in three, five-day residential schools during May, June, and July 1982, aimed at enhancing the employability development of young women CETA enrollees. In groups of thirty to thirty-five, these women will take classes in communication skills, working in the high-technology society, and assertive training for the work world. A training program comprising four, one-day workshops in January, February, March, and April 1982 will be developed by project staff and an advisory committee for a group of thirty women—half CETA staff and half working women activists who have previously received some training through ILIR

programs—who will then join project staff and other University of Michigan, government, and community resource persons as cotrainers at the residential schools. Project goals will include the following: (1) develop a residential program to facilitate rapid personal growth, individualized experiential learning, and peer group support for young women about to enter the labor market; (2) strengthen and expand networks of staff from CETA regional prime sponsors and the ILIR that will effectively collaborate in designing, developing, and implementing innovative employability training programs and materials for young women CETA enrollees; (3) enhance the employability potential of approximately 100 young women CETA clients; (4) develop materials and a model format for training unemployed young women that will be useful in other states; and (5) use the resources of the University of Michigan to help meet the employability development needs of young women in Michigan. After the first year of planning, development, and implementation, the program is expected to be continued within the state in concert with Michigan's prime sponsors and perhaps enlarged to include prime sponsors in region 5.

CC040029 68,717 Stanley

Chemical Technician Skills Training Program.

Project Director: Kunz, Daniel; Leadbetter, Joan
Organization: City of Newark, City Hall, 920 Broad Street, Newark, NJ 07102
Telephone: (201) 733-8500
Organization Type: Public Sector Organization
Geographic Location: Congressional District 10
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02453
Funding Period: Start Date 01 Sep 81; End Date 28 Feb 83
Fiscal Year Funding: FY81; $68,717; 1 Sep 81 to 31 Aug 82
Descriptors: *Basic Skills, *Chemical Technicians, *Disadvantaged Youth, *High School Equivalency Programs, *Job Training, *Remedial Instruction, Agency Cooperation, Followup Studies, Postsecondary Education, Remedial Mathematics
Identifiers: Federal, Proposal, Comprehensive Employment and Training Act
Note: Total project dollars do not reflect projected monies for continuing years. This activity will be performed in cooperation with the US Department of Labor

Newark youth aged eighteen to twenty-one who are out of school and eligible to participate in Comprehensive Employment and Training Act (CETA) programs will participate in the chemical technician skills training program. The program is a result of a collaborative effort among the city of Newark as the prime sponsor, Rutgers University Newark, and private industry. Training will occur in two phases: an eight-week period of remediation in mathematics and English (including math anxiety workshops) and twelve months of classroom and laboratory instruction in chemical technology. Those participants without high school diplomas will be prepared for general education development (GED) certification, and all enrollees should attain a level of competency equivalent to college freshman by the end of the program. During the evaluation administered at the end of the program, follow-up will be conducted on graduates placed in private industry. Project staff will conduct interviews with the graduates and their supervisors to determine their progress. The same type of follow-up procedure will be conducted on those graduates who matriculate into Rutgers. Follow-up information along with postprogram test scores will be contained in a comprehensive evaluation report.

CC040030 64,662 Stanley

Improving Access to the Medical Professions.

Project Director: Lewis, J. D.
Organization: St. Edward's University, 3001 South Congress Avenue, Austin, TX 78704
Telephone: (512) 444-2621
Organization Type: College/University
Geographic Location: Congressional District 10
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02422
Funding Period: Start Date 01 Sep 81; End Date 28 Feb 83
Fiscal Year Funding: FY81; $64,662; 1 Sep 81 to 31 Aug 82
Descriptors: *Allied Health Occupations Education, *Career Choice, *Disadvantaged Youth, *Job Training, Academic Aptitude, Agency Cooperation, Secondary Education
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act
Note: Total project dollars do not reflect projected monies for continuing years. This activity will be performed in cooperation with the US Department of Labor

St Edward's University, in conjunction with the City of Austin and the Austin Independent School District, will provide a medical career ladder for fifty Comprehensive Employment and Training Act (CETA) high potential, inner-city, poor youth in Austin. Participants will be selected at the tenth grade level, be provided with summer and academic year curriculum supplements and medical career orientation, be placed in career-relevant summer jobs, and be placed in a technical level medical career opportunity or postsecondary educational program upon graduation from high school. At the end of the eighteen-month project, a report will be made on the effectiveness of alternate selection criteria for demanding academic programs appropriate to disadvantaged youth; the level and nature of the support services required to maintain enrollment levels; the effectiveness of early "channeling" of CETA youth into medical professional careers; and effective interaction patterns between postsecondary institutions, prime sponsors, school districts, employers, and other community resources.

CC040031 65,716 MacDonald

Job Mobility for Youth.

Project Director: Koenigsberg, Frances
Organization: State University of New York (SUNY)/Oswego, 604 Culkin Hall, Oswego, NY 13126
Telephone: (315) 341-2151
Organization Type: College/University
Geographic Location: Congressional District 30
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02421
Funding Period: Start Date 01 Sep 81; End Date 28 Feb 83
Fiscal Year Funding: FY81; $65,716; 1 Sep 81 to 31 Aug 82
Descriptors: *Career Planning, *Disadvantaged Youth, *Employment Potential, *Job Training, *Rural Youth, Agency Cooperation, Postsecondary Education
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act
Note: Total project dollars do not reflect projected monies for continuing years. This activity will be performed in cooperation with the US Department of Labor

Youth from a rural county who are eligible for Comprehensive Employment and Training Act (CETA) programs will gain increased awareness of the need for geographic mobility in order to secure employment in their chosen career fields. Participants in the program will alternate periods of full-time academic preparation and full-time work experience. In addition, project staff will explore ways that a four-year college of arts and sciences, a two-year community college, and two CETA prime sponsors—one rurally based and one in a metropolitan area—can cooperate to enhance the employability of rural youth. The program, based on Teideman's model of career decision making and vocational development, will be designed to extend and improve upon several efforts to serve youth by both the College at Oswego and the prime sponsor. Two types of evaluation are proposed. One will be ongoing monitoring of the participants' progress throughout each phase of the program. The other will consist of an extensive review by an outside consultant to evaluate the overall effectiveness of the program. The project will be conducted with the SUNY Research Foundation.

CC040032 24,789 MacDonald

Targeted Jobs.

Project Director: Patrick, Don
Organization: Montgomery County Board of Education, Community Education Office, 19 Trojan Avenue, Mount Sterling, KY 40353

Telephone: (606) 498-5864

Organization Type: Public Sector Organization
Geographic Location: Congressional District 07
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-81-02427
Funding Period: Start Date 01 Sep 81; End Date 28 Feb 83
Fiscal Year Funding: FY81; $24,789; 1 Sep 81 to 31 Aug 82
Descriptors: *Associate Degrees, *Disadvantaged Youth, *Industrial Education, *On the Job Training, *School Business Relationship, Agency Cooperation, Models, Postsecondary Education
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act
Note: Total project dollars do not reflect projected monies for continuing years. This activity will be performed in cooperation with the US Department of Labor

A transportable plan will be tested and published that describes the mechanics of an innovative program which assists Comprehensive Employment and Training Act (CETA) prime sponsors, higher education institutions, and private sector employers jointly to provide youth who have had CETA training with simultaneous academic preparation and job training. Project staff also will explore and detail the benefits accruing to agencies and participants involved in the joint effort. Fifteen youth eighteen to twenty-two years of age, who have earned general education development (GED) certificates, will be selected from short-term CETA programs, placed in targeted jobs, and enrolled in an associate of applied science college degree program (Industrial Education and Technology) leading to positions in the supervisory and technical ranks of industry. The transportable model describing the mechanics of a targeted jobs-postsecondary program in plants will be developed and written as the project progresses. The model will be made available for dissemination to CETA prime sponsors, the private sector, and USEO. Continuous assessment and follow-up will be applied to project participants to determine the number completing the program, obtaining better than entry-level jobs, job satisfaction, and employer satisfaction. Pre and post-project questionnaires will be used to determine attitude changes and information level changes on the part of private sector employers as a result of the project. A publication will be prepared of career ladders, benchmarking plans, and occupational counseling strategies that have been successful in the joint project.

Office of Special Education and Rehabilitative Services

CC050003 412,231 McLaughlin

Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.

Project Director: Halpern, Andrew S.
Organization: University of Oregon, Graduate School, Eugene, OR 97403
Telephone: (503) 686-3585
Organization Type: College/University
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-78-03187
Funding Period: Start Date 01 Sep 78; End Date 31 Aug 82
Fiscal Year Funding: FY78; $95,020; 1 Sep 78 to 31 Aug 79. FY79; $100,000; 1 Sep 79 to 31 Aug 80. FY80; $109,000; 1 Sep 80 to 31 Aug 81. FY81; $108,211; 1 Sep 81 to 31 Aug 82
Descriptors: *student Evaluation, *Daily Living Skills, *Severe Mental Retardation. *Training Methods, *Adolescents, *Diagnositc Teaching, Secondary Education, Self Care Skills
Identifiers: Federal, Proposal

A uniquely integrated assessment and training model for secondary severely retarded students will be developed. The assessment instrument will incorporate instructional variables into the assessment format to accurately diagnose training needs. The content areas selected for the instrument are functional self-care and community living skills. A set of materials will be developed to guide use of the scale for diagnostic, program planning, and subsequent assessment-based training. The learning potential assessment format will include attempts to teach desired behaviors and to measure the examinee's responses to such training. The focus of diagnosis will be directed away from a static description of an examinee's skills and deficits toward an understanding of that person's potential to use instructional procedures. This type of assessment will provide informaton on the level of assistance necessary to elicit desired behavior and the level of task difficulty at which training should begin.

CC050004 226,297 Lehman

Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.

Project Director: Daniels, Eileen
Organization: National Committee Arts for the Handicapped, 1701 K Street NW, Suite 905, Washington, DC 20036
Telephone: (202) 223-8007
Organization Type: National/Federal Education Agency
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-79-02260
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82
Fiscal Year Funding: FY79; $89,606; 1 Sep 79 to 31 Aug 80. FY80; $86,466; 1 Sep 80 to 31 Aug 81. FY81; $50,225; 1 Sep 81 to 31 Aug 82
Descriptors: *severe Disabilities, *Art Education, *Daily Living Skills, *Special Education, *Job Skills, Mild Disabilities, Research Design, Secondary Education, Instructional Materials, Teaching Guides, Employer Attitudes
Identifiers: Federal, Proposal

A specialized instructional program in the arts will be provided to research career and life skills of moderately and severely handicapped youth. Using an experiment group only design, 200 moderately and severely handicapped youth aged 13 to 22 at four community centers with a special focus on the arts will be pre- and posttested using the progress assessment chart of social and personal development and the AAMD adaptive behavior scale. In addition, parents, potential employers, and significant others will be pre- and posttested using the attitudes towards handicapped individuals instrument. The specialized instructional program will include the development of a guidebook of arts strategies for teaching career and life skill objectives and the use of guidebook lessons on a regular basis. Special events for parents, potential employers, and significant others will offer severely and moderately handicapped youth the opportunity to exhibit and demonstrate their accomplishments in the arts. The second year plan calls for the modification and revision of the specialized instructional program and field testing at ten community centers. Teacher's guides and instructional materials will be produced. In the third year, the program will be disseminated and used to identify potential career opportunities in the arts for moderately and severely handicapped youth.

CC050005 221,487 Appell

Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.

Project Director: Shubert, Dorothy B.
Organization: Metropolitan Cooperative Educational Service Agency, Atlanta, GA 30318
Telephone: (404) 352-2697
Organization Type: Intermediate Education Agency
Geographic Location: Congressional District 0[illegible]
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-79-02259
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 82
Fiscal Year Funding: FY79; $103,000; 1 Jul 79 to 30 Jun 80. FY80; $118,487; 1 Jul 80 to 30 Jun 81
Descriptors: *special Education, *Job Performance, *Disabilities, *Students, *Measures Individuals, *Success, Educational Research, Daily Living Skills, Educational Planning
Identifiers: Federal, Proposal

Decision making for special education programming will be improved by providing accurate and current information on the influence of programmatic activities on subsequent job performance. The research is designed to investigate the factors and processes involved in on-the-job performance of successful handicapped students in the tradidional categories of handicaps, as well as in the areas of deficiency and adequacy in the "life roles skills" approach taken in the ACCESS delivery model of education for the handicapped. The project goal is to change the emphasis from weaknesses to strengths and eliminate labeling and categorization in vocational programming. A job performance scale will be developed.

CC050006 320,512 McLaughlin

Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.

Project Director: Witt, Peter
Organization: North Texas State University, Denton, TX 76203
Telephone: (817) 788-2544
Organization Type: College/University
Geographic Location: Congressional District 24
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-79-02257
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $97,512; 1 Aug 79 to 31 Jul 80. FY80;

$105,000; 1 Aug 80 to 31 Jul 81. FY81; $118,000; 1 Aug 81 to 31 Jul 82

Descriptors: *disabilities, *Evaluation Methods, *Leisure Time, *Diagnostic Tests, *Individualized Education Programs, Children, Youth

Identifiers: Federal, Proposal

A leisure diagnostic battery (LDB) which will realistically and accurately assess the leisure functioning of handicapped children and youth will be developed and validated. The effectiveness of the battery in assessing teachers' ability to prepare individual education plans (IEPs) for handicapped students also will be tested. The variables to be considered for measurement in the assessment battery will include leisure behavior, desired behavior, and performance; attitude toward leisure; reasons for leisure participation; and need. Products will include an LDB manual, quarterly and final reports, a comparative analysis of the LBD scores for normal and handicapped children using the selected variables, and an IEP guide.

CC050009 168,976 Appell

Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.

Project Director: Razeghi, Jane

Organization: American Coalition of Citizens with Disabilities, Inc, 1200 15th Street, NW, Washington, DC 20005

Telephone: (202) 785-4265

Organization Type: Public Sector Organization

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: OEG-00-80-01917

Funding Period: Start Date 01 Jun 80; End Date 31 May 83

Fiscal Year Funding: FY80; $80,621; 1 Jun 80 to 31 May 81. FY81; $88,355; 1 Jun 81 to 31 May 82

Descriptors: *curriculum Development, *Career Development, *Disabilities, *Daily Living Skills, *Residential Institutions, Elementary Secondary Education, Inservice Education, Independent Study, Audiovisual Instruction

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

An advocacy curriculum (K-12) for career development and independent living that can be adapted to both self-contained and integrated residential settings and youth organizations will be developed, implemented, field tested, and evaluated to demonstrate that advocacy education can effectively contribute to total career development and independent living skills. In-service training on curriculum implementation will be provided to personnel who work with the handicapped. Self-instructional advocacy student materials; a filmstrip, "You—As Advocate"; and acetate overlays will be developed, field tested, and evaluated. Dissemination and use strategies will be developed and implemented.

CC050010 219,000 Mueller

Education of the Handicapped Adolescent: An International Analysis of Model Interventions.

Project Director: Thomas, David

Organization: Organization of Economic Cooperation and Development, Paris, France

Telephone: (33-1) 524-9250

Organization Type: International Education Organization

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: OEG-00-80-02127

Funding Period: Start Date 01 Jul 80; End Date 30 Jun 82

Fiscal Year Funding: FY80; $97,000; 1 Jul 80 to 30 Jun 81. FY81; $12,200; 1 Jul 81 to 30 Jun 82

Descriptors: *disabilities, *Adolescents, *Educational Opportunities, *Normalization Handicapped, *International Programs, *Educational Planning, Surveys, Program Evaluation, Program Effectiveness, Daily Living Skills, Job Training, Program Development

Identifiers: Federal, Proposal

A survey will be conducted to determine the educational opportunities available to the handicapped in the Organization of Economic Cooperation and Development, composed of twenty-four countries. A research and development basis will be established for analyzing the effectiveness of available provisions according to national objectives and for comparing the effectiveness of similar experiences among member countries. CERI first will determine provisions available that are commensurate with handicapped adolescents' emotional statuses and mental abilities and that provide training for efficient entry into the world of work and for mainstreaming in society. Ctiteria will be established by which models of intervention in education for handicapped adolescents may be identified and disseminated to member countries for policy and planning discussions.

National Center for Education Statistics

CC063001 4,116,000 Peng

High School and Beyond.

Project Director: Calloway, Fansayde

Organization: National Opinion Research Center, 6030 South Ellis, Chicago, IL 60637

Telephone: (312) 753-1514

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 01

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC

Contract Number: OEC-300-78-0208

Funding Period: Start Date 01 Jul 78; End Date 08 Apr 82

Fiscal Year Funding: FY78; $732,000; 7 Jul 78 to 31 Aug 79. FY79; $2,196,000; 9 Sep 79 to 31 Dec 81. FY80; $1,188,000; 1 Jan 82 to 8 Apr 82

Descriptors: *longitudinal Studies, *Statistical Data, *Cohort Analysis, *Secondary School Students, Data Collection, Surveys, Postsecondary Education, Parent Attitudes, Educational Development, Environmental Influences

Identifiers: Federal, Proposal

This is a new phase of the National Longitudinal Studies Program which introduces in 1980 a cohort of secondary school sophomores, in addition to a cohort of seniors as in the 1972 study. A random sample of 36 sophomores and a like number of seniors from each of 1,100 public and private schools will be selected. Using both cohorts allows for more emphasis to be placed on gaining a fuller understanding of the total secondary school experience and its impact on the students, since varying school experiences and programs can create qualities which affect subsequent educational, occupational, and societal activity. Both cohorts will be followed up at two year intervals over a period of eight to ten years. The sophomore cohort will permit an assessment of the changes taking place during the final two years of secondary school and will follow up those sophomores who dropped out in the meantime. Comparisons with the 1972 data will help in differentiating the normal developmental patterns of young adults from the impact of a changing environment. Survey instruments include student questionnaires; test battery consisting of vocabulary, reading, and quantitative ability for all students and special tests for sophomores emphasizing achievement measures in science, writing, and civics; a school questionnaire; and supplementary information about students from full-time classroom teachers. In addition, a subsample of the parents of the seniors will be asked about their expectations and plans for postsecondary education for their children.

CC063004 876,469 Baker

Degrees and Other Formal Awards Conferred between July 1, 1977.

Project Director: Lurz, James

Organization: VSE Corporation, 2550 Huntington Avenue, Alexandria, VA 22303

Telephone: (703) 960-4600

Organization Type: Research/Development/Curriculum Organization

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC

Contract Number: OEC-300-80-0680

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 82

Fiscal Year Funding: FY78; $129,469; 1 Oct 78 to 30 Sep 80. FY79; $250,000; 1 Oct 79 to 30 Sep 80. FY80; $302,000; 1 Oct 80 to 30 Sep 81. FY81; $195,000; 1 Oct 81 to 30 Sep 82

Descriptors: *degrees Academic, *Awards, *Statistical Data, *Higher Education, Universities, Colleges, Surveys, Intellectual Disciplines, Ethnic Distribution, School Statistics, Graduate Study

Identifiers: Federal, Proposal, *Higher Education General Information Survey

For well over a decade the National Center for Education Statistics (NCES) has collected and reported the number of degrees and other formal awards conferred by accredited universities and colleges in the aggregate United States, on an annual basis, as a part of the Higher Education General Information Survey. The number of such degrees and other formal awards awarded is reported not only by level of degree and by sex of recipient, but also by control and level of institution, by state or other area, and by discipline division and discipline speciality, in summary form for the aggregate United States as well as for individual institutions. Data on the racial or ethnic distribution of persons with earned degrees have been collected and are available for the academic years 1975-76, 1976-77, 1978-79, and 1979-80.

CC063005 Morgan

Vocational Education Data System (VEDS).

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC

Descriptors: *statistical Data, *Information Systems, *Recordkeeping, *Secondary Education, *Postsecondary Education, School Statistics, Expenditures, Enrollment, Teachers, Program Effectiveness, Student Characteristics, Federal State Relationship

Identifiers: Federal, Proposal, *Vocational Education Data System

Note: NCES is responsible for planning, management and basic implementation of the project. Contract(s) will be used for training state personnel, but most of the data collection, processing, and analysis will be done by NCES.

The Vocational Education Data System (VEDS) was developed as a reporting and accounting system to include information on students by race, ethnic origin, and sex; programs; program completers and leavers; staff; facilities; and expenditures for all public secondary and postsecondary schools that administer vocational education. The main features include using uniform definitions in all states, obtaining unduplicated student counts through a student-based record system, and reporting financial expenditure data by type of program. Unique to VEDS will be an assessment of the extent to which program completers and leavers find employment in occupations related to their training and an evaluation by the employer of former students' technical knowledge, work attitudes, and work quality. VEDS is designed to assure that only salient state level data are to be transmitted to the federal government. Its uniform definitions and standard data elements are expected to aid states in keeping standards at the local or state level for program audit planning and evaluation purposes. In fiscal years 1979 and 1980, data on enrollment, completers and leavers, staff, and expenditures will be collected. Plans for fiscal years 1981 are to readminister surveys on enrollment, completers and leavers, staff, and expenditures; assess the extent to which students find employment; and survey employers on their evaluation of former students' technical knowledge, work attitudes, and work quality. The first edition of the report, "Condition of Vocational Education" was completed in 1981. Plans for fiscal years 1982 and forward include updating and streamlining the system while developing trend data for the major data series.

CC063006 370,306 Podolsky

Noncollegiate Postsecondary School Survey.

Project Director: Forbes, Cynthia

Organization: Westat Research, Inc, 1650 Research Boulevard, Rockville, MD 20850

Telephone: (301) 221-1500

Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC
Contract Number: OEC-300-79-0502
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 82
Fiscal Year Funding: FY79; $163,767; 1 Oct 79 to 31 Aug 81. FY81; $206,539; 1 Oct 81 to 30 Sep 82
Descriptors: *educational Programs, *Postsecondary Education, *School Demography, * *Surveys, Directories, Private Schools, Public Schools, School Statistics, Vocational Schools
Identifiers: Federal, Proposal

Conducted every other year (in the even year), this survey provides information on the universe of institutions that train students for careers. Some 9,000 public and private postsecondary schools that offer career-related programs at less than baccalaureate level are included in the publication "Directory of Postsecondary Schools with Occupational Programs". Information on each school includes name, address, telephone number, accreditation, total enrollment, and types of occupational programs offered.

CC063007 189,116 Podolsky
Characteristics of Students in Noncollegiate Postsecondary Schools.
Project Director: Forbes, Cynthia
Organization: Westat Research, Inc., 1650 Research Boulevard, Rockville, MD 20850
Telephone: (301) 251-1500
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC
Contract Number: OEC-300-81-0055
Funding Period: Start Date 01 Oct 80; End Date 31 Dec 81
Fiscal Year Funding: FY81; $189,116; 1 Oct 80 to 31 Dec 81
Descriptors: *Postsecondary Education, *Statistical Data, *Student Characteristics, Career Planning, Educational Planning, Enrollment, Occupational Information, Socioeconomic Background, Surveys
Identifiers: Federal, Proposal
Note: This activity was previously funded under contract 300-78-0453

This survey, conducted every other year (in the odd year), uses a sample to provide information on socioeconomic background, job status, and career plans for students enrolled in these schools. Using the universe tape generated from the previous year's noncollegiate postsecondary school survey, a random stratified sample of 600 schools is drawn from which a sample of 6,800 students attending these schools is sent survey forms. Specific information collected includes age, sex, race or ethnic group, and military status; highest education level and prior vocational education; reason for selecting current programs or school; potential problems to prevent completion; work experience and work plans; education plans; and parents' occupation and educational level.

CC063008 161,000 Sietsema
Survey of Teacher Demand and Shortage.
Project Director: Jackson, Donald
Organization: Research Triangle Institute, PO Box 12194, Research Triangle Park, NC 27709
Telephone: (919) 541-6000
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 02
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC
Contract Number: OEC-300-78-0570
Funding Period: Start Date 30 Sep 78; End Date 29 Jun 81
Fiscal Year Funding: FY78; $140,000; 30 Sep 78 to 31 Dec 80. FY81; $21,000; 1 Jan 81 to 29 Jun 81
Descriptors: *school Surveys, *Teacher Employment, *Teacher Supply and Demand, Classification, Content Analysis
Identifiers: Federal, Proposal

Teacher demand in local education agencies (LEAs) will be determined through a survey of public school district administrators and administrators of other units such as private schools and schools operated by state or intermediate agencies to provide vocational or special education. Numbers, rather than full-time equivalents, of full-time and part-time teachers will be used. Forms will be mailed to 1,448 LEAs and 875 other units of approximately 16,000 public LEAs and 22,000 other units engaged in elementary and secondary education. In addition to national aggregates, estimates will be made for subgroups such as public versus private, LEAs versus all other units, LEAs by six size categories, urban versus suburban and nonurban, and four geographic regions (Northeast, North Central, South, and West).

CC063009 240,000 Kay
Participation in Adult Education—Survey of Adult Education.
Project Director: Russell, Gregory
Organization: US Bureau of the Census, Washington, DC 20233
Telephone: (301) 763-2773
Organization Type: Public Sector Organization
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC
Funding Period: Start Date 01 Oct 80; End Date 30 Sep 82
Fiscal Year Funding: FY81; $240,000; 1 Oct 80 to 30 Sep 81
Descriptors: *adult Education, *Adults, *Participation, *Surveys, Federal Legislation, Females, Minority Groups, Underemployment, Unemployment
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years. This project is supported by an interagency transfer of funds

Administered every three years by the Bureau of the Census as a supplement to its Current Population Survey (CPS), the survey identifies participants in adult education, providing information for determining the extent of participation of target groups for federal legislation (women, minorities, underemployed, and unemployed). Data will be cross tabulated and inflated to produce national estimates of demographic and educational characteristics of the adult population and of the courses they take in adult education. Adult education participants identified through a screening questionnaire in the CPS will be interviewed further to determine who paid for the activities, who provided the instruction, and the reasons for participating. Extensive follow-up will be made to elicit a high level of response.

U.S. Department of Labor

CC064004 197,249 Daski

Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.

Project Director: Cooper, Merri-Ann
Organization: Advanced Research Resources Organization, 4330 East-West Highway, Washington, DC 20014
Telephone: (202) 986-9000
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Department of Labor, Washington, DC
Contract Number: 20-11-80-50
Funding Period: Start Date 01 Oct 80; End Date 30 Jun 82
Fiscal Year Funding: FY80; $197,429; 1 Oct 80 to 30 Jun 82
Descriptors: *apprenticeships, *On the Job Training, *Job Skills, *Program Effectiveness, Surveys, Program Evaluation
Identifiers: Federal, Proposal, Job Rotation
Note: Monies allocated in FY 1980 will fund the project through June 30, 1982

The influence of job rotation on the effectiveness of apprentice training programs will be researched. Job rotation is identified as new learning experiences in apprenticeship training such as new tasks to be performed, new skills to be acquired, and new equipment to learn to use. In the first phase of the research, project staff will conduct a literature review of rotation practices and apprenticeships, on-the-job training, early career experiences, the roles of peers and supervisors in training, and experience-based training. Representatives from the Bureau of Apprenticeship and Training, from federal and state apprenticeship agencies, and perhaps from unions will be interviewed; an advisory committee will be formed to assist in locating resource materials and personnel. In phase 2, a sampling plan will be developed. Ten trades (half construction, half nonconstruction) with apprenticeship programs will be selected. Then thirty or more business and contracting firms which are apprenticeship training sites will be selected in five cities in diverse parts of the country, with different economic climates, and with varying state and federal registration requirements. A sample of apprentices in their last year of apprenticeship and journeymen who have recently completed their apprenticeship programs will be identified and interviewed. Data will be analyzed statistically to determine effective rotation practices and to select a minimum of fifteen good or poor training sites with the plant manager, journeymen, foremen and other supervisors, union representatives, apprenticeship coordinators, JATC members, and journeymen trainers. A final report will be prepared including recommendations for revising rotation programs to make them more effective.

CC064005 357,820 Daski

Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.

Project Director: Davin, Edward
Organization: CSR, Incorporated, 815 15th Street, NW, Suite 500, Washington, DC 20005
Telephone: (202) 842-7600
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Department of Labor, Washington, DC
Contract Number: 20-11-80-29
Funding Period: Start Date 02 Sep 80; End Date 30 Sep 82
Fiscal Year Funding: FY80; $357,820; 2 Sep 80 to 30 Sep 82
Descriptors: *apprenticeships, *Student Attrition, *Minority Groups, *Females, *School Holding Power, Labor Market, Educational Research, On the Job Training, Unions, Program Evaluation, Surveys
Identifiers: Federal, Proposal
Note: Monies allocated in FY 1980 will fund the project through September 30, 1982

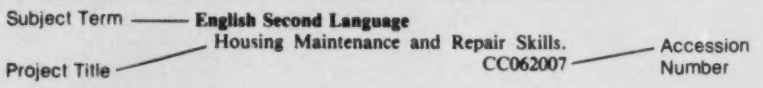
A survey will be conducted to determine factors associated with attrition in registered apprenticeship programs and to document, review, and analyze the causes of differences in attrition across a variety of trades and industries. The survey will focus on attrition rates of minority and female apprentices to determine the extent to which these trainees become journeymen and the reasons why some drop out of programs. After conducting a literature review, project staff will review employer records on apprenticeship industries, program completions, and attrition and conduct personal interviews with employers, union representatives, training coordinators, instructors, JAC members, apprenticeship training representatives from federal and state apprenticeship agencies, and staffs of selected apprenticeship outreach programs. Personal and telephone interviews will be conducted with apprentices who completed or cancelled their indentureship during the specified time frame. About ten of the larger and more important apprenticeable trades will be selected for research. Specific trades and sites will be determined in consultations with the Bureau of Apprenticeship and Training and the Office of Policy, Evaluation and Research. A sample of 4,000 to 5,000 apprentices will be selected from all entrants to registered apprenticeship programs in the designated trades between 1972 and 1976. Variables to be studied include demographic data, pre-apprenticeship experience, program characteristics, attrition and retention, labor market conditions, employer characteristics, and reasons for cancellation of indenture. Progress reports and a final report will be delivered.

SECTION 3

INDEXES

Subject Index

This index lists project titles under the major subject terms assigned to characterize project content. The terms are taken from the *Thesaurus of ERIC Descriptors* and are listed in alphabetical order. (Note: Because projects in this publication are in the broad area of vocational education, "vocational education" is not used as a major descriptor except occasionally to clarify project content.) As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



Access to Education
GED and Office Assistant Program. CC040018

Accreditation Institutions
Measurement of Outcomes of Management Education: A Feasibility Study. CC040017

Achievement Need
Defiers of Negative Predictions of Success: A Case Study. CC030015

Administrator Education
Practical Management and Organizational Development Training. CC040006

Adolescents
Education of the Handicapped Adolescent: An International Analysis of Model Interventions. CC050010
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents. CC050003
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents. CC030023

Adult Counseling
Workers As Students: Meeting the Need for Financial Aid Counseling. CC040012

Adult Education
Participation in Adult Education—Survey of Adult Education. CC063009

Adult Programs
Urban Educational Center Associate Degree Project. CC040010

Adult Students
Workers As Students: Meeting the Need for Financial Aid Counseling. CC040012

Adults
The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers. CC012034
Participation in Adult Education—Survey of Adult Education. CC063009

Agency Cooperation
BRIDGES: A Program for Unemployed Youth. CC040025
Comprehensive Employment and Training Act (CETA) Youth Training Project. CC040026
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults. CC011037
D&U Program Development. CC012033
Determining Perceptions of Vocational Education by Informed and Concerned Groups. CC012031
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development. CC011021
Linkages. CC030026
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production. CC040011

Allied Health Occupations Education
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham. CC040015
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program. CC011039
Improving Access to the Medical Professions. CC040030
University of Connecticut Health Science Cluster Program (HSCP). CC040022

Ancillary Services
Follow-Through and Supportive Services. CC012037

Apprenticeships
Improvement of Related Instruction in Apprenticeship Programs. CC011028
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training. CC064004
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women. CC064005

Art Education
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts. CC050004

Associate Degrees
Targeted Jobs. CC040032

Attitude Measures
Determining Perceptions of Vocational Education by Informed and Concerned Groups. CC012031

Audiovisual Instruction
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Awards
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004
Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

Basic Skills
Basic Skill Development through Vocational Education.
CC011015
Basic Skills.
CC012028
Chemical Technician Skills Training Program.
CC040029

Bilingual Students
Community Health Advocate Program of Yakima Valley.
CC040021
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Black Colleges
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

Black Education
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

Blacks
Community-Based Career Guidance Program for Black Women.
CC040016

Blue Collar Occupations
Worker Education for Worker Ownership.
CC040023

Business Education
Measurement of Outcomes of Management Education: A Feasibility Study.
CC040017

Career Choice
Career Decision Making.
CC030013
Improving Access to the Medical Professions.
CC040030

Career Counseling
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015
High-Technology Industries: Staff Training Exposure Program.
CC040014

Career Development
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009
Alternative for Professional Textile Arts Training.
CC040003

Career Education
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004
Education and Work Program.
CC030012
Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003
Work Orientation.
CC030014

Career Exploration
Career Decision Making.
CC030013
Individualized Programming for Youth.
CC040027
Special Summer Vocational Program.
CC011035

Career Guidance
Community-Based Career Guidance Program for Black Women.
CC040016
Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040
Special Summer Vocational Program.
CC011035

Career Planning
Individualized Programming for Youth.
CC040027
Job Mobility for Youth.
CC040031
Special Summer Vocational Program.
CC011035

Case Studies
Defiers of Negative Predictions of Success: A Case Study.
CC030015

Certification
Alternative for Professional Textile Arts Training.
CC040003

Chemical Technicians
Chemical Technician Skills Training Program.
CC040029

Clearinghouses
Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028
National Center Clearinghouse.
CC012040
The National Center for Research in Vocational Education.
CC012001

Cognitive Ability
Measurement of Outcomes of Management Education: A Feasibility Study.
CC040017

Cohort Analysis
High School and Beyond.
CC063001

College Students
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Communication Skills
Sex Equity Training Packages.
CC012050

Communications
Communication Linkage Implementation Study.
CC012029
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Community Development
Practical Management and Organizational Development Training.
CC040006

Community Health Services
Community Health Advocate Program of Yakima Valley.
CC040021

Community Involvement
Community-Based Career Guidance Program for Black Women.
CC040016
Experience-Based Learning Project.
CC030003

Comparative Analysis
Basic Skills.
CC012028
The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Competency Based Education
Community Health Advocate Program of Yakima Valley.
CC040021
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039
Improvement of Related Instruction in Apprenticeship Programs.
CC011028
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Competency Based Teacher Education
Improvement of Related Instruction in Apprenticeship Programs.
CC011028
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Computer Oriented Programs
Communication Linkage Implementation Study.
CC012029
Individualized Programming for Youth.
CC040027

Computer Science Education
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Conference Proceedings
Increasing Responsiveness through Equity.
CC012039

Conferences
D&U Program Development.
CC012033

Consortia
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Content Analysis
Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Cooperation
Worker Education for Worker Ownership.
CC040023

Cooperative Planning
Southeast Curriculum Coordination Center.
CC013003
Western Curriculum Coordination Center.
CC013001

Coordination
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021
Southeast Curriculum Coordination Center.
CC013003
Western Curriculum Coordination Center.
CC013001

Correctional Education
Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.
CC012038

Counselor Training
Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Craftsmen
Alternative for Professional Textile Arts Training.
CC040003

Criterion Referenced Tests
Development of Competency Measures for Vocational Skill Areas.
CC011009

Curriculum Development
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009
East Central Network—Illinois Vocational Curriculum Center.
CC013007
Midwest Curriculum Coordination Center.
CC013008
Northeast Curriculum Coordination Center.
CC013005
Northwestern Curriculum Coordination Center.
CC013006
Southeast Curriculum Coordination Center.
CC013003
Technology Adaptation.
CC012049
Worker Education for Worker Ownership.
CC040023

Curriculum Evaluation
East Central Network—Illinois Vocational Curriculum Center.
CC013007

Daily Living Skills
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

Data Analysis
Data for Analyzing National Policy Issues in Vocational Education.
CC012030
Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031
The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Data Bases
Communication Linkage Implementation Study.
CC012029
Data for Analyzing National Policy Issues in Vocational Education.
CC012030
National Center Clearinghouse.
CC012040
Policy Analysis Capacity.
CC012045

Data Collection
Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Data Processing
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Decision Making Skills
Practical Management and Organizational Development Training.
CC040006

Degrees Academic
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

Delivery Systems

Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Product Management.
CC012046

Demonstration Programs

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Diagnositc Teaching

Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Diagnostic Tests

Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Disabilities

Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Disadvantaged

Follow-Through and Supportive Services.
CC012037

Disadvantaged Youth

BRIDGES: A Program for Unemployed Youth.
CC040025

Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Chemical Technician Skills Training Program.
CC040029

Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026

High-Technology Industries: Staff Training Exposure Program.
CC040014

Improving Access to the Medical Professions.
CC040030

Individualized Programming for Youth.
CC040027

Job Mobility for Youth.
CC040031

Linkages.
CC030026

Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

Targeted Jobs.
CC040032

University of Connecticut Health Science Cluster Program (HSCP).
CC040022

Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Dropouts

GED and Office Assistant Program.
CC040018

Economic Development

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Practical Management and Organizational Development Training.
CC040006

Economically Disadvantaged

Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

Urban Educational Center Associate Degree Project.
CC040010

Education Service Centers

East Central Network—Illinois Vocational Curriculum Center.
CC013007

Midwest Curriculum Coordination Center.
CC013008

Northeast Curriculum Coordination Center.
CC013005

Northwestern Curriculum Coordination Center.
CC013006

Southeast Curriculum Coordination Center.
CC013003

Western Curriculum Coordination Center.
CC013001

Education Work Relationship

Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Factors Affecting Job Placement in Vocational Education.
CC012036

Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Technology Adaptation.
CC012049

Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

Educational Assessment

Measurement of Outcomes of Management Education: A Feasibility Study.
CC040017

Educational Attitudes

Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Educational Cooperation

Southeast Curriculum Coordination Center.
CC013003

Western Curriculum Coordination Center.
CC013001

Educational Development

Work Orientation.
CC030014

Educational Needs

The National Center for Research in Vocational Education.
CC012001

Educational Opportunities

Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

Educational Planning

Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

The National Center for Research in Vocational Education.
CC012001

Using Labor Market Information in Vocational Education Evaluation and Planning.

CC012048

Educational Policy
Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Educational Programs
Noncollegiate Postsecondary School Survey.
CC063006

Educational Research
Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

Educational Resources
Product Selection and Development.
CC012047

Employed Women
Establishment of a Committee on Women's Employment and Related Social Issues.
CC011033
Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.
CC040028

Employer Attitudes
Linkages.
CC030026

Employment Opportunities
Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

Employment Potential
Experience-Based Learning Project.
CC030003
Job Mobility for Youth.
CC040031
Linkages.
CC030026
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Employment Services
Community-Based Career Guidance Program for Black Women.
CC040016

Energy Conservation
Energy Conservation Vocational Instructional Materials.
CC011025

Enrichment Activities
University of Connecticut Health Science Cluster Program (HSCP).
CC040022

Enrollment
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Entry Workers
Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026

Equal Opportunities Jobs
Establishment of a Committee on Women's Employment and Related Social Issues.
CC011033

Evaluation
The National Center for Research in Vocational Education.
CC012001

Evaluation Methods
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006
Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

Experiential Learning
Experience-Based Learning Project.
CC030003

Fashion Industry
The Apparel Worker in New England: Mobility and Education.
CC040020

Federal Legislation
Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Fellowships
Advanced Study Center.
CC012002

Females
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

Field Interviews
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Field Studies
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Followup Studies
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Government Role
Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Government School Relationship
Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Graduate Study
Vocational Education Graduate Leadership Development Programs.
CC014001

Graduate Surveys
Equity Competencies of Beginning Vocational Education Teachers.
CC012035
Factors Affecting Job Placement in Vocational Education.
CC012036

Guidance Programs
Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

Guidelines
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Guides
Basic Skill Development through Vocational Education.
CC011015
Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.
CC012038
Product Selection and Development.
CC012047
Worker Education for Worker Ownership.
CC040023

Health Occupations
University of Connecticut Health Science Cluste. Program (HSCP).
CC040022

Health Programs
Community Health Advocate Program of Yakima Valley.
CC040021

Health Services
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039

High Risk Youth
BRIDGES: A Program for Unemployed Youth.
CC040025

High School Equivalency Programs
Chemical Technician Skills Training Program.
CC040029
GED and Office Assistant Program.

CC040018

Higher Education
BRIDGES: A Program for Unemployed Youth.
CC040025
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

Human Services
Increasing Responsiveness through Equity.
CC012039

Individual Development
Smith Management Program for Women.
CC040013

Individualized Education Programs
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Individualized Instruction
Individualized Programming for Youth.
CC040027

Industrial Education
Targeted Jobs.
CC040032

Information Dissemination
D&U Operations.
CC012032
D&U Program Development.
CC012033
Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011
Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028
National Center Clearinghouse.
CC012040
The National Center for Research in Vocational Education.
CC012001
Northeast Curriculum Coordination Center.
CC013005
Northwestern Curriculum Coordination Center.
CC013006
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017
Product Management.
CC012046
Product Selection and Development.
CC012047
State Dissemination Plan for Vocational Education.
CC011038

Information Networks
D&U Program Development.
CC012033

Information Processing
Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028
National Center Clearinghouse.
CC012040
Product Selection and Development.
CC012047

Information Retrieval
Communication Linkage Implementation Study.
CC012029

Information Services
Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

Information Systems
National Center Clearinghouse.
CC012040
Vocational Education Data System (VEDS).
CC063005

Information Utilization
D&U Operations.
CC012032
D&U Program Development.
CC012033
Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

Inservice Education
D&U Operations.
CC012032
National Academy for Vocational Education.
CC012014
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

Inservice Teacher Education
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044
Product Selection and Development.
CC012047
Sex Equity Training Packages.
CC012050

Institutes Training Programs
National Academy for Vocational Education.
CC012014

Instructional Materials
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039
National Center Clearinghouse.
CC012040
Product Management.
CC012046
State Dissemination Plan for Vocational Education.
CC011038

Interdisciplinary Approach
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Interference Language
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

International Programs
Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

Interpersonal Competence
GED and Office Assistant Program
CC040018

Job Analysis
Technology Adaptation.
CC012049

Job Development
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Job Performance
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Job Placement
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024
Factors Affecting Job Placement in Vocational Education.
CC012036
Sex Equity Training Packages.
CC012050

Job Skills
Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026
Development of Competency Measures for Vocational Skill Areas.
CC011009
Experience-Based Learning Project.
CC030003
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004
Special Summer Vocational Program.
CC011035
Study of Current Practices in the Rotation of Apprentices during On-the-Job Train-

ing.
CC064004

Job Training
Chemical Technician Skills Training Program.
CC040029
Improving Access to the Medical Professions.
CC040030
Job Mobility for Youth.
CC040031
Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.
CC040028

Labor Education
The Apparel Worker in New England: Mobility and Education.
CC040020
Worker Education for Worker Ownership.
CC040023

Leadership Training
National Academy for Vocational Education.
CC012014
The National Center for Research in Vocational Education.
CC012001
Practical Management and Organizational Development Training.
CC040006
Vocational Education Graduate Leadership Development Programs.
CC014001

Learning Modules
Energy Conservation Vocational Instructional Materials.
CC011025
Improvement of Related Instruction in Apprenticeship Programs.
CC011028
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044
Product Selection and Development.
CC012047

Learning Processes
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Leisure Time
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Linking Agents
D&U Program Development.
CC012033

Literature Reviews
Basic Skills.
CC012028
Establishment of a Committee on Women's Employment and Related Social Issues.
CCO11033
Utilizing Vocational Education to Improve Productivity.
CC011036

Longitudinal Studies
High School and Beyond.
CC063001

Low Income Group
Worker Education for Worker Ownership.
CC040023

Management Development
Smith Management Program for Women.
CC040013

Material Development
Energy Conservation Vocational Instructional Materials.
CC011025
Improvement of Related Instruction in Apprenticeship Programs.
CC011028
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Measures Individuals
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Mentors
Experience-Based Learning Project.
CC030003

Minicourses
Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.
CC040028

Minimum Competency Testing
Development of Competency Measures for Vocational Skill Areas.
CC011009

Minority Groups
The Apparel Worker in New England: Mobility and Education.
CC040020
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005
University of Connecticut Health Science Cluster Program (HSCP).
CC040022
Urban Educational Center Associate Degree Project.
CC040010

Need Analysis Student Financial Aid
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Nondiscriminatory Education
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Nonschool Educational Programs
The Apparel Worker in New England: Mobility and Education.
CC040020

Nontraditional Education
Education and Work Program.
CC030012

Nontraditional Occupations
Establishment of a Committee on Women's Employment and Related Social Issues.
CCO11033
Follow-Through and Supportive Services.
CC012037
Sex Equity Training Packages.
CC012050

Nontraditional Students
GED and Office Assistant Program.
CC040018

Normalization Handicapped
Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

Occupational Aspiration
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

Occupational Information
High-Technology Industries: Staff Training Exposure Program.
CC040014
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003
Product Management.
CC012046
Technology Adaptation.
CC012049

Office Occupations
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Office Occupations Education
GED and Office Assistant Program.
CC040018

On The Job Training
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024
Community Health Advocate Program of Yakima Valley.
CC040021
Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026
Smith Management Program for Women.
CC040013
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004
Targeted Jobs.
CC040032

Open Enrollment
Individualized Programming for Youth.
CC040027

Organizational Effectiveness
National Center Evaluation.
CC012041

Outcomes of Education
Basic Skills.
CC012028
The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034
Factors Affecting Job Placement in Vocational Education.
CC012036
Measurement of Outcomes of Management Education: A Feasibility Study.
CC040017
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043
Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

Participation
Participation in Adult Education—Survey of Adult Education.
CC063009

Photocomposition
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Policy Formation
Data for Analyzing National Policy Issues in Vocational Education.
CC012030
Factors Affecting Job Placement in Vocational Education.
CC012036
Policy Analysis Capacity.
CC012045
Technology Adaptation.
CC012049

Position Papers
Improvement of Related Instruction in Apprenticeship Programs.
CC011028
Policy Analysis Capacity.
CC012045
Utilizing Vocational Education to Improve Productivity.
CC011036

Postsecondary Education
Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007
Noncollegiate Postsecondary School Survey.
CC063006
Vocational Education Data System (VEDS).
CC063005

Poverty Areas
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

Predictor Variables
Defiers of Negative Predictions of Success: A Case Study.
CC030015

Preservice Teacher Education
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Productivity
Utilizing Vocational Education to Improve Productivity.
CC011036

Professional Continuing Education
Advanced Study Center.
CC012002

Professional Development
Advanced Study Center.
CC012002
Community-Based Career Guidance Program for Black Women.
CC040016
National Academy for Vocational Education.
CC012014

Program Administration
Communication Linkage Implementation Study.
CC012029

Program Attitudes
Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Program Development
Career Decision Making.
CC030013
Education and Work Program.
CC030012
Increasing Responsiveness through Equity.
CC012039

Program Effectiveness
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004
National Center Evaluation.
CC012041
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004

Program Evaluation
Development of Competency Measures for Vocational Skill Areas.
CC011009
Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.
CC012038
National Center Evaluation.
CC012041
Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

Program Improvement
Development of Competency Measures for Vocational Skill Areas.
CC011009
Factors Affecting Job Placement in Vocational Education.
CC012036
Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.
CC012038
National R&D Product Evaluation.
CC012042
Product Management.
CC012046

Publicity
D&U Operations.
CC012032

Publishing Industry
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Quality Control
National Center Evaluation.
CC012041

Recordkeeping
Vocational Education Data System (VEDS).
CC063005

Reference Materials
State Dissemination Plan for Vocational Education.
CC011038

Regional Cooperation
Northeast Curriculum Coordination Center.
CC013005
Northwestern Curriculum Coordination Center.
CC013006
Southeast Curriculum Coordination Center.
CC013003
Western Curriculum Coordination Center.
CC013001

Regional Planning
Northeast Curriculum Coordination Center.
CC013005
Northwestern Curriculum Coordination Center.
CC013006

Remedial Instruction
Chemical Technician Skills Training Program.
CC040029

Research and Development Centers
The National Center for Research in Vocational Education.
CC012001

Research Committees
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037
Establishment of a Committee on Women's Employment and Related Social Issues.
CCO11033

Research Needs
Establishment of a Committee on Women's Employment and Related Social Issues.
CCO11033
Policy Analysis Capacity.
CC012045

Research Opportunities
Increasing Responsiveness through Equity.
CC012039

Research Utilization
The National Center for Research in Vocational Education.
CC012001
Policy Analysis Capacity.
CC012045

Residential Institutions
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

Resource Centers
East Central Network—Illinois Vocational Curriculum Center.
CC013007
Northeast Curriculum Coordination Center.
CC013005
Northwestern Curriculum Coordination Center.
CC013006

Resource Materials
Basic Skill Development through Vocational Education.
CC011015
High-Technology Industries: Staff Training Exposure Program.
CC040014

Role Perception
Utilizing Vocational Education to Improve Productivity.
CC011036

Rural Areas
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039

Rural Youth
Job Mobility for Youth.
CC040031

School Business Relationship
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037
Smith Management Program for Women.
CC040013
Targeted Jobs.
CC040032
Utilizing Vocational Education to Improve Productivity.
CC011036

School Community Relationship
Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

School Counselors
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

School Demography
Noncollegiate Postsecondary School Survey.
CC063006

School Holding Power
Individualized Programming for Youth.
CC040027
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

School Surveys
Survey of Teacher Demand and Shortage.
CC063008

Secondary Education
Vocational Education Data System (VEDS).
CC063005

Secondary School Students
High School and Beyond.
CC063001

Self Help Programs
Community-Based Career Guidance Program for Black Women.
CC040016

Self Supporting Students
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Severe Disabilities
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

Severe Mental Retardation
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Sex Fairness
Equity Competencies of Beginning Vocational Education Teachers.
CC012035
Increasing Responsiveness through Equity.
CC012039

Sex Role
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

Skill Centers
Urban Educational Center Associate Degree Project.
CC040010

Social Problems
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

Socioeconomic Influences
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

Spanish Speaking
Community Health Advocate Program of Yakima Valley.
CC040021
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Special Education
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004
National R&D Product Evaluation.
CC012042
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Staff Development
BRIDGES: A Program for Unemployed Youth.
CC040025

State Federal Aid
National Center Clearinghouse.
CC012040

Statistical Data
Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004
High School and Beyond.
CC063001
Vocational Education Data System (VEDS).
CC063005

Student Attrition
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

Student Characteristics
Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007

Student Employment
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Student Evaluation
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Student Financial Aid
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Student Participation
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Student Recruitment
Sex Equity Training Packages.
CC012050
University of Connecticut Health Science Cluster Program (HSCP).
CC040022

Students
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Success
Defiers of Negative Predictions of Success: A Case Study.
CC030015
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Summative Evaluation
National R&D Product Evaluation.
CC012042

Supervisory Training
Smith Management Program for Women.
CC040013

Surveys
Noncollegiate Postsecondary School Survey.
CC063006
Participation in Adult Education—Survey of Adult Education.
CC063009

Teacher Education
Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Teacher Employment
Survey of Teacher Demand and Shortage.
CC063008

Teacher Supply and Demand
Survey of Teacher Demand and Shortage.
CC063008

Teaching Guides
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

Technical Assistance
D&U Operations.
CC012032
Education and Work Program.
CC030012
The National Center for Research in Vocational Education.
CC012001
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017
Product Management.
CC012046

Technical Occupations
High-Technology Industries: Staff Training Exposure Program.
CC040014

Technological Advancement
The Apparel Worker in New England: Mobility and Education.
CC040020
Technology Adaptation.
CC012049
Utilizing Vocational Education to Improve Productivity.
CC011036

Telecommunications
Communication Linkage Implementation Study.
CC012029

Test Bias
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Test Construction Workshops
Development of Competency Measures for Vocational Skill Areas.
CC011009

Textiles Instruction
Alternative for Professional Textile Arts Training.
CC040003

Training Methods
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Urban Areas
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

Urban Education
Urban Educational Center Associate Degree Project.
CC040010

Use Studies
National Center Evaluation.
CC012041
National R&D Product Evaluation.
CC012042

Values Education
Work Orientation.
CC030014

Vocational Adjustment

The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Vocational Education Teachers

Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Volunteers

Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

Vocational Education Graduate Leadership Development Programs.
CC014001

Work Attitudes

Work Orientation.
CC030014

Working Women

Community-Based Career Guidance Program for Black Women.
CC040016

Smith Management Program for Women.
CC040013

Workshops

D&U Operations.
CC012032

Youth Employment

BRIDGES: A Program for Unemployed Youth.
CC040025

Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Linkages.
CC030026

Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

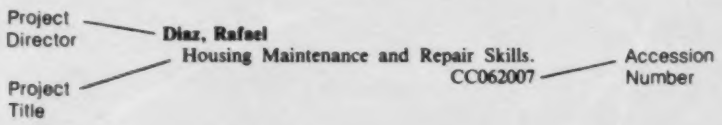
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Youth Programs

Experience-Based Learning Project.
CC030003

Project Director Index

This index lists project titles under the project directors' names, entered alphabetically by last name. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



Adams, Kay
National Center Evaluation.
CC012041

Ashley, William
Technology Adaptation.
CC012049

Braithwaite, Ronald
Defiers of Negative Predictions of Success: A Case Study.
CC030015

Bramm, Loren
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Budke, Wesley
National Center Clearinghouse.
CC012040

Callen, William B.
Community Health Advocate Program of Yakima Valley.
CC040021

Calloway, Fansayde
High School and Beyond.
CC063001

Campbell, Robert
Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

Chalupsky, Albert B.
Development of Competency Measures for Vocational Skill Areas.
CC011009

Colby, Pamela G.
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004

Cooper, Merri-Ann
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004

Crowe, Michael
Linkages.
CC030026

Daniels, Eileen
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

Daniels, William
Northwestern Curriculum Coordination Center.
CC013006

Darcy, Robert
Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Davis, Edward
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC06400

Dixon, Joyce
Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026

Douglass, Rebecca S.
East Central Network—Illinois Vocational Curriculum Center.
CC013007
Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

Drewes, Don
Utilizing Vocational Education to Improve Productivity.
CC011036

Dunn, James
Basic Skill Development through Vocational Education.
CC011015
State Dissemination Plan for Vocational Education.
CC011038

Elmore, Richard
Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Forbes, Cynthia
Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007
Noncollegiate Postsecondary School Survey.
CC063006

Frye, Joseph M. Jr.
Practical Management and Organizational Development Training.
CC040006

Gerace, William
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Gordon, Edmund
Defiers of Negative Predictions of Success: A Case Study.
CC030015

Gupta, Nina
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

Halasz-Salster, Ida

Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.
CC012038

Halpern, Andrew S.
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Hamilton, James
Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Hendrickson, T.
Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Herbert, Georgia
Worker Education for Worker Ownership.
CC040023

Hermanson, John
Urban Educational Center Associate Degree Project.
CC040010

Hodge, R. David
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039

Hogan, James C. Jr.
University of Connecticut Health Science Cluster Program (HSCP).
CC040022

Hull, Bill
National R&D Product Evaluation.
CC012042

Hunt, Myrtle E.
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006

Jackson, Donald
Survey of Teacher Demand and Shortage.
CC063008

Jouret, Ellen G.
Alternative for Professional Textile Arts Training.
CC040003

Katz, Douglas S.
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

Kaufman, Betty
Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.
CC040028

Kelly, Joseph
Northeast Curriculum Coordination Center.
CC013005

Kincaid, Bernard
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

Koenigsberg, Frances
Job Mobility for Youth.
CC040031

Kornbluh, Joyce
Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.
CC040028

Kowle, Carol
D&U Operations.
CC012032

Kunz, Daniel
Chemical Technician Skills Training Program.
CC040029

Laidlaw, William K. Jr.
Measurement of Outcomes of Management Education: A Feasibility Study.
CC040017

Leadbetter, Joan
Chemical Technician Skills Training Program.
CC040029

Lerner, Brenda
Smith Management Program for Women.
CC040013

Lewis, J. D.
Improving Access to the Medical Professions.
CC040030

Lewis, Morgan
Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Losekamp, Nancy A.
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005

Lurz, James
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

McCarthy, Chris
BRIDGES: A Program for Unemployed Youth.
CC040025

McClure, L.
Education and Work Program.
CC030012

McKinney, Floyd
Factors Affecting Job Placement in Vocational Education.
CC012036

McLeod, Bill
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Mertens, Donna
The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Mestre, Jose
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Miguel, Richard
Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Miller, Juliet
Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028

Monk, Cheryl
Community-Based Career Guidance Program for Black Women.
CC040016

Nerden, Joseph T.
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

Newton, Mark
National Academy for Vocational Education.
CC012014

Nunez, Ann
Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Oldsen, Carl
Communication Linkage Implementation Study.
CC012029

Patrick, Don
Targeted Jobs.
CC040032

Patton, Bob
Midwest Curriculum Coordination Center.
CC013008

Paul, Krishan

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Peterson, John
Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

Peterson, Robert
Work Orientation.
CC030014

Pollack, Ronald
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Rassen, Rachel L.
Energy Conservation Vocational Instructional Materials.
CC011025

Razeghi, Jane
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

Register, Ann
Special Summer Vocational Program.
CC011035

Reskin, Barbara
Establishment of a Committee on Women's Employment and Related Social Issues.
CC011033

Rice, Eric
Improvement of Related Instruction in Apprenticeship Programs.
CC011028

Ross, Albert
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

Ross, Diana
GED and Office Assistant Program.
CC040018

Ross, Novella
Product Management.
CC012046

Ruff, Richard
Policy Analysis Capacity.
CC012045

Russell, Gregory
Participation in Adult Education—Survey of Adult Education.
CC063009

Rustelka, George
Experience-Based Learning Project.
CC030003

Samuelson, Judith
Product Selection and Development.
CC012047

Saunders, Laura W.
High-Technology Industries: Staff Training Exposure Program.
CC040014

Selz, Nina
Basic Skills.
CC012028

Sherman, Susan
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

Shill, James
Southeast Curriculum Coordination Center.
CC013003

Shubert, Dorothy B.
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Silverman, Frances
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Singer, Norman
D&U Program Development.
CC012033

Starr, Harold
Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

Taylor, Robert E.
The National Center for Research in Vocational Education.
CC012001

Thomas, David
Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

Thrane, Lucy
Follow-Through and Supportive Services.
CC012037
Increasing Responsiveness through Equity.
CC012039

Vetter, Louise
Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Watkins, James
Advanced Study Center
CC012002
Sex Equity Training Packages.
CC012050

Winefordner, David
Career Decision Making.
CC030013

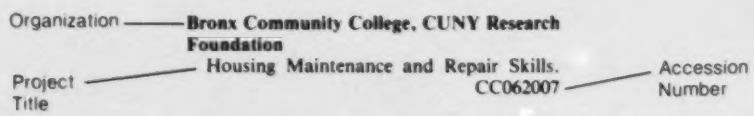
Witt, Peter
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Zane, Larry
Western Curriculum Coordination Center.
CC013001

Zwirner, B.
The Apparel Worker in New England: Mobility and Education.
CC040020

Organization Index

This index lists project titles alphabetically under the name of the organization contracting to do the work; organization names are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



Advanced Research Resources Organization
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training. CC064004

American Assembly of Collegiate Schools of Business
Measurement of Outcomes of Management Education: A Feasibility Study CC040017

American Coalition of Citizens with Disabilities, Inc
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students. CC050009

American Institutes for Research
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting. CC020004

American Institutes for Research in the Behavioral Sciences
Development of Competency Measures for Vocational Skill Areas. CC011009
Energy Conservation Vocational Instructional Materials. CC011025

American Vocational Association
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development. CC011021

Appalachia Educational Laboratory
Career Decision Making. CC030013

Baptist College at Charleston
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program. CC011039

Black Career Women, Inc
Community-Based Career Guidance Program for Black Women. CC040016

City of Newark
Chemical Technician Skills Training Program. CC040029

College of New Rochelle, School of New Resources
Workers As Students: Meeting the Need for Financial Aid Counseling. CC040012

Conserva, Inc
Improvement of Related Instruction in Apprenticeship Programs. CC011028
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas. CC011017
Utilizing Vocational Education to Improve Productivity. CC011036

Cornell Institute for Occupational Education
State Dissemination Plan for Vocational Education. CC011038

CSR, Incorporated
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women. CC064005

Far West Laboratory for Educational Research and Development
Experience-Based Learning Project. CC030003
Work Orientation. CC030014

Georgia Department of Education
Special Summer Vocational Program. CC011035

Howard University
Defiers of Negative Predictions of Success: A Case Study. CC030015

Illinois State Board of Education
East Central Network—Illinois Vocational Curriculum Center. CC013007

Industrial Cooperative Association
Worker Education for Worker Ownership. CC040023

Kentucky Highlands Investment Corporation
Practical Management and Organizational Development Training. CC040006

Los Angeles Community College District
Comprehensive Employment and Training Act (CETA) Youth Training Project. CC040026

Metropolitan Cooperative Educational Service Agency
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision. CC050005

Mississippi State University, Research and Curriculum Unit
Southeast Curriculum Coordination Center. CC013003

Montgomery County Board of Education, Community Education Office
Targeted Jobs.
CC040032

National Academy of Sciences
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

National Committee Arts for the Handicapped
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

National Opinion Research Center
High School and Beyond.
CC063001

National Research Council, National Academy of Science
Establishment of a Committee on Women's Employment and Related Socia Issues.
CCO11033

New England Regional Joint Board, Amalgamated Clothing and Textile Workers' Union
The Apparel Worker in New England: Mobility and Education.
CC040020

New Environments for Women, Inc
High-Technology Industries: Staff Training Exposure Program.
CC040014

New Jersey Bureau of Occupational and Career Research Development, Division of Vocational Education
Northeast Curriculum Coordination Center.
CC013005

New York State Occupational Information Coordinating Committee
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

North Texas State University
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Northwest Regional Educational Laboratory
Education and Work Program.
CC030012

Office of Vocational and Adult Education (ED), Washington, DC.
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

Ohio State University, National Center for Research in Vocational Education
Advanced Study Center.
CC012002

Basic Skills.
CC012028

D&U Operations.
CC012032

D&U Program Development.
CC012033

Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028

The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Factors Affecting Job Placement in Vocational Education.
CC012036

Follow-Through and Supportive Services.
CC012037

Guidelines and Practices for Evaluating Vocational Education Program in Correctional Institutions.
CC012038

Increasing Responsiveness through Equity.
CC012039

Linkages.
CC030026

Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

National Academy for Vocational Education.
CC012014

National Center Clearinghouse.
CC012040

National Center Evaluation.
CC012041

The National Center for Research in Vocational Education.
CC012001

National R&D Product Evaluation.
CC012042

Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Policy Analysis Capacity.
CC012045

Product Management.
CC012046

Product Selection and Development.
CC012047

Sex Equity Training Packages.
CC012050

Technology Adaptation.
CC012049

Using Labor Market Information in Vocational Education Evaluation an Planning.
CC012048

Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center
Midwest Curriculum Coordination Center.
CC013008

Organization of Economic Cooperation and Development
Education of the Handicapped Adolescent: An International Analysis o Model Interventions.
CC050010

Pacific Basin School of Textile Arts
Alternative for Professional Textile Arts Training.
CC040003

Research Triangle Institute
Survey of Teacher Demand and Shortage.
CC063008

Rhode Island College, Urban Education Center
Urban Educational Center Associate Degree Project.
CC040010

Roxbury Community College, Division of Continuing Education
BRIDGES: A Program for Unemployed Youth.
CC040025

Sangamon State University, Division of Academic Affairs
Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

School Board of Pinellas County
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006

Smith College
Smith Management Program for Women.
CC040013

Southwest Educational Development Laboratory
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

St. Edward's University
Improving Access to the Medical Professions.
CC040030

State Fair Community College
Individualized Programming for Youth.
CC040027

State University of New York, Cornell Institute for Research and Development in Occupational Education, Department of Education
Basic Skill Development through Vocational Education.
CC011015

State University of New York (SUNY)/Oswego
Job Mobility for Youth.
CC040031

The Philadelphia School of Office Training
GED and Office Assistant Program.
CC040018

The University of Connecticut, Special Academic and Enrichment Affairs
University of Connecticut Health Science Cluster Program (HSCP).
CC040022

Thomas County Community College
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

University of Alabama in Birmingham, School of Community and Allied Health
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

University of Hawaii at Manoa
Western Curriculum Coordination Center.
CC013001

University of Masschusetts, Department of Physics and Astronomy
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

University of Michigan, Institute of Labor and Industrial Relations
Short-term Residential Schools for Young Comprehensive Employment an Training Act (CETA) Women.
CC040028

University of Oregon, Graduate School
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

University of Washington, Department of Health Services
Community Health Advocate Program of Yakima Valley.
CC040021

University of Washington, Institute of Governmental Research, Graduate School of Public Affairs
Delivery-level View of Federal Policies Affecting the Transition fro School to Work.
CC030024

Upper Arlington Board of Education
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005

US Bureau of the Census
Participation in Adult Education—Survey of Adult Education.
CC063009

VSE Corporation
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

Washington State Commission for Vocational Education
Northwestern Curriculum Coordination Center.
CC013006

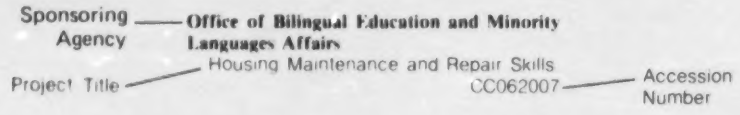
Westat Research, Inc
Noncollegiate Postsecondary School Survey.
CC063006

Western Wisconsin Technical Institute
Phototypesetting Specialization in a Printing and Publishing Program
CC040019

Wisconsin State Board of Vocational, Technical, and Adult Education, Office of Contracts and Grants
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Sponsoring Agency Index

This index groups project according to the agency responsible for administering each project. Agencies are arranged in alphabetical order; project titles are listed alphabetically within each agency. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project an be found under that number in the resume section.



Department of Labor, Washington, DC.

Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004

Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Alternative for Professional Textile Arts Training.
CC040003

The Apparel Worker in New England: Mobility and Education.
CC040020

Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

BRIDGES: A Program for Unemployed Youth.
CC040025

Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Chemical Technician Skills Training Program.
CC040029

Community Health Advocate Program of Yakima Valley.
CC040021

Community-Based Career Guidance Program for Black Women.
CC040016

Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026

GED and Office Assistant Program.
CC040018

High-Technology Industries: Staff Training Exposure Program.
CC040014

Improving Access to the Medical Professions.
CC040030

Individualized Programming for Youth.
CC040027

Job Mobility for Youth.
CC040031

Measurement of Outcomes of Management Education: A Feasibility Study.
CC040017

Phototypesetting Specialization in a Printing and Publishing Program.
CC040019

Practical Management and Organizational Development Training.
CC040006

Short-term Residential Schools for Young Comprehensive Employment and Training Act (CETA) Women.
CC040028

Smith Management Program for Women.
CC040013

Targeted Jobs.
CC040032

University of Connecticut Health Science Cluster Program (HSCP).
CC040022

Urban Educational Center Associate Degree Project.
CC040010

Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Worker Education for Worker Ownership.
CC040023

Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

National Center for Education Statistics (ED), Washington, DC.

Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007

Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

High School and Beyond.
CC063001

Noncollegiate Postsecondary School Survey.
CC063006

Participation in Adult Education—Survey of Adult Education.
CC063009

Survey of Teacher Demand and Shortage.
CC063008

Vocational Education Data System (VEDS).
CC063005

National Institute of Education (ED), Washington, DC.

Career Decision Making.
CC030013

Defiers of Negative Predictions of Success: A Case Study.
CC030015

Delivery-level View of Federal Policies Affecting the Transition from School to Work.
CC030024

Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

Education and Work Program.
CC030012

Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028

Experience-Based Learning Project.
CC030003

Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES)

Adolescents.
CC030023

Linkages.
CC030026

Work Orientation.
CC030014

Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Office of Career Education (ED), Washington, DC.

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004

National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Education of the Handicapped Adolescent: An International Analysis of Model Interventions.
CC050010

Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Office of Vocational and Adult Education (ED), Washington, DC.

Advanced Study Center.
CC012002

Basic Skill Development through Vocational Education.
CC011015

Basic Skills.
CC012028

Communication Linkage Implementation Study.
CC012029

Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

D&U Operations.
CC012032

D&U Program Development.
CC012033

Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039

Development of Competency Measures for Vocational Skill Areas.
CC011009

East Central Network—Illinois Vocational Curriculum Center.
CC013007

The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Energy Conservation Vocational Instructional Materials.
CC011025

Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Establishment of a Committee on Women's Employment and Related Social Issues.
CCO11033

Factors Affecting Job Placement in Vocational Education.
CC012036

Follow-Through and Supportive Services.
CC012037

Guidelines and Practices for Evaluating Vocational Education Programs in Correctional Institutions.
CC012038

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Improvement of Related Instruction in Apprenticeship Programs.
CC011028

Increasing Responsiveness through Equity.
CC012039

Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

Midwest Curriculum Coordination Center.
CC013008

National Academy for Vocational Education.
CC012014

National Center Clearinghouse.
CC012040

National Center Evaluation.
CC012041

The National Center for Research in Vocational Education.
CC012001

National R&D Product Evaluation.
CC012042

Northeast Curriculum Coordination Center.
CC013005

Northwestern Curriculum Coordination Center.
CC013006

Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Policy Analysis Capacity.
CC012045

Product Management.
CC012046

Product Selection and Development.
CC012047

Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

Sex Equity Training Packages.
CC012050

Southeast Curriculum Coordination Center.
CC013003

Special Summer Vocational Program.
CC011035

State Dissemination Plan for Vocational Education.
CC011038

Technology Adaptation.
CC012049

Using Labor Market Information in Vocational Education Evaluation and Planning.
CC012048

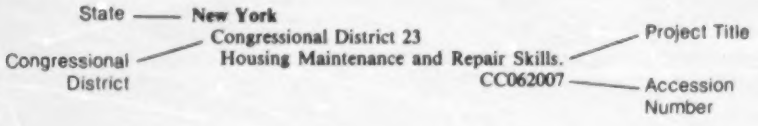
Utilizing Vocational Education to Improve Productivity.
CC011036

Vocational Education Graduate Leadership Development Programs.
CC014001

Western Curriculum Coordination Center.
CC013001

Geographic Location Index

This index groups projects alphabetically by state and the U.S. Congressional district of the organization performing the work. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



Alabama

Congressional District 02

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 06

Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

California

Congressional District 06

Experience-Based Learning Project.
CC030003

Work Orientation.
CC030014

Congressional District 08

Alternative for Professional Textile Arts Training.
CC040003

Congressional District 12

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004

Development of Competency Measures for Vocational Skill Areas.
CC011009

Energy Conservation Vocational Instructional Materials.
CC011025

Congressional District 32

Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026

Congressional District 39

Vocational Education Graduate Leadership Development Program.
CC014001

Colorado

Congressional District 04

Vocational Education Graduate Leadership Development Program.
CC014001

Connecticut

Congressional District 02

University of Connecticut Health Science Cluster Program (HSCP).
CC040022

District of Columbia

Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

Defiers of Negative Predictions of Success: A Case Study.
CC030015

Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

Improvement of Related Instruction in Apprenticeship Programs.
CC011028

Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

Participation in Adult Education—Survey of Adult Education.
CC063009

Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004

Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

Vocational Education Data System (VEDS).
CC063005

Congressional District 01

Establishment of a Committee on Women's Employment and Related Socia Issues.
CCO11033

Florida

Congressional District 02

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 07

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006

Georgia

Congressional District 02

Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

Congressional District 05

Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

Special Summer Vocational Program.
CC011035

Hawaii

Congressional District 01

Western Curriculum Coordination Center.
CC013001

Idaho

Congressional District 01

Vocational Education Graduate Leadership Development Program.

CC014001

Illinois

Congressional District 01

High School and Beyond.
CC063001

Congressional District 20

East Central Network—Illinois Vocational Curriculum Center.
CC013007

Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

Congressional District 21

Vocational Education Graduate Leadership Development Program.
CC014001

Kentucky

Congressional District 05

Practical Management and Organizational Development Training.
CC040006

Congressional District 07

Targeted Jobs.
CC040032

Maryland

Congressional District 05

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 08

Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007

Noncollegiate Postsecondary School Survey.
CC063006

Massachusetts

Congressional District 01

Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

Smith Management Program for Women.
CC040013

Congressional District 08

High-Technology Industries: Staff Training Exposure Program.
CC040014

Worker Education for Worker Ownership.
CC040023

Congressional District 11

BRIDGES: A Program for Unemployed Youth.
CC040025

Congressional District 12

The Apparel Worker in New England: Mobility and Education.
CC040020

Michigan

Congressional District 02

Short-term Residential Schools for Young Comprehensive Employment an Training Act (CETA) Women.
CC040028

Minnesota

Congressional District 07

Vocational Education Graduate Leadership Development Program.
CC014001

Mississippi

Congressional District 02

Southeast Curriculum Coordination Center.
CC013003

Missouri

Congressional District 02

Measurement of Outcomes of Management Education: A Feasibility Study
CC040017

Congressional District 04

Individualized Programming for Youth.
CC040027

Nebraska

Congressional District 01

Vocational Education Graduate Leadership Development Program.
CC014001

New Jersey

Congressional District 04

Northeast Curriculum Coordination Center.
CC013005

Congressional District 10

Chemical Technician Skills Training Program.
CC040029

Congressional District 15

Vocational Education Graduate Leadership Development Program.
CC014001

New York

Congressional District 24

Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

Congressional District 27

Basic Skill Development through Vocational Education.
CC011015

State Dissemination Plan for Vocational Education.
CC011038

Congressional District 28

National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

Congressional District 30

Job Mobility for Youth.
CC040031

North Carolina

Congressional District 02

Survey of Teacher Demand and Shortage.
CC063008

Congressional District 04

Utilizing Vocational Education to Improve Productivity.
CC011036

Vocational Education Graduate Leadership Development Program.
CC014001

Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

Ohio

Congressional District 08

Community-Based Career Guidance Program for Black Women.
CC040016

Congressional District 15

Advanced Study Center.
CC012002

Basic Skills.
CC012028

Communication Linkage Implementation Study.
CC012029

D&U Operations.
CC012032

D&U Program Development.
CC012033

Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005

Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028

The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Factors Affecting Job Placement in Vocational Education.
CC012036

Follow-Through and Supportive Services.
CC012037

Guidelines and Practices for Evaluating Vocational Education Program in Correctional Institutions.
CC012038

Increasing Responsiveness through Equity.
CC012039

Linkages.
CC030026

Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

National Academy for Vocational Education.
CC012014

National Center Clearinghouse.
CC012040

National Center Evaluation.
CC012041

The National Center for Research in Vocational Education.
CC012001

National R&D Product Evaluation.
CC012042

Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Policy Analysis Capacity.
CC012045

Product Management.
CC012046

Product Selection and Development.
CC012047

Sex Equity Training Packages.
CC012050

Technology Adaptation.
CC012049

Using Labor Market Information in Vocational Education Evaluation an Planning.
CC012048

Vocational Education Graduate Leadership Development Program.
CC014001

Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

Oklahoma

Congressional District 06

Midwest Curriculum Coordination Center.
CC013008

Vocational Education Graduate Leadership Development Program.
CC014001

Oregon

Congressional District 01

Education and Work Program.
CC030012

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 04

Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

Pennsylvania

Congressional District 03

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 04

GED and Office Assistant Program.
CC040018

Rhode Island

Congressional District 01

Urban Educational Center Associate Degree Project.
CC040010

South Carolina

Congressional District 01

Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039

Texas

Congressional District 04

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 10

Improving Access to the Medical Professions.
CC040030

Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

Congressional District 24

Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

Virginia

Congressional District 09

Vocational Education Graduate Leadership Development Program.
CC014001

Congressional District 10

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

Washington

Congressional District 01

Community Health Advocate Program of Yakima Valley.
CC040021

Congressional District 03

Northwestern Curriculum Coordination Center.
CC013006

Congressional District 07

Delivery-level View of Federal Policies Affecting the Transition fro School to Work.
CC030024

West Virginia

Congressional District 03

Career Decision Making.
CC030013

Wisconsin

Congressional District 02

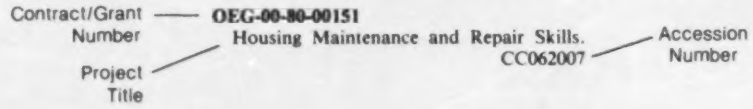
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

Congressional District 03

Phototypesetting Specialization in a Printing and Publishing Program
CC040019

Contract/Grant Number Index

This index lists project titles under their respective contract or grant numbers. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.



NIE-G-79-0094
Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.
CC030017

NIE-G-80-0103
Work Orientation.
CC030014

NIE-G-80-0138
Delivery-level View of Federal Policies Affecting the Transition fro School to Work.
CC030024

NIE-G-81-0022
Linkages.
CC030026

Youth at Risk: Consolidated Youth Employment Program (CYEP) Field Observations.
CC030027

NIE-400-80-0101
Career Decision Making.
CC030013

NIE-400-80-0103
Experience-Based Learning Project.
CC030003

NIE-400-80-1015
Education and Work Program.
CC030012

NIE-400-81-0035
Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education.
CC030028

NIE-80-0180
Defiers of Negative Predictions of Success: A Case Study.
CC030015

OB-NIE-G-78-0211(P6)
Diffusion, Change, and Information Systems: Resources and Referral Service.
CC030011

OEC-300-78-0032
Advanced Study Center.
CC012002

Basic Skills.
CC012028

Communication Linkage Implementatior Study.
CC012029

D&U Operations.
CC012032

D&U Program Development.
CC012033

Data for Analyzing National Policy Issues in Vocational Education.
CC012030

Determining Perceptions of Vocational Education by Informed and Concerned Groups.
CC012031

The Effects of Secondary Vocational Education on the Occupational Attainment of Younger Adult Workers.
CC012034

Equity Competencies of Beginning Vocational Education Teachers.
CC012035

Factors Affecting Job Placement in Vocational Education.
CC012036

Follow-Through and Supportive Services.
CC012037

Guidelines and Practices for Evaluating Vocational Education Program in Correctional Institutions.
CC012038

Increasing Responsiveness through Equity.
CC012039

National Academy for Vocational Education.
CC012014

National Center Clearinghouse.
CC012040

National Center Evaluation.
CC012041

The National Center for Research in Vocational Education.
CC012001

National R&D Product Evaluation.
CC012042

Patterns of Participation in Vocational Education and Their Subsequent Outcomes.
CC012043

Performance-based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.
CC012044

Policy Analysis Capacity.
CC012045

Product Management.
CC012046

Product Selection and Development.
CC012047

Sex Equity Training Packages.
CC012050

Technology Adaptation.
CC012049

OEC-300-78-0208
High School and Beyond.
CC063001

OEC-300-78-0570
Survey of Teacher Demand and Shortage.
CC063008

OEC-300-79-0102
Northeast Curriculum Coordination Center.
CC013005

OEC-300-79-0104
Northwestern Curriculum Coordination Center.
CC013006

OEC-300-79-0502
Noncollegiate Postsecondary School Survey.

CC063006

OEC-300-79-0735
Development of Competency Measures for Vocational Skill Areas.
CC011009

OEC-300-79-0744
Basic Skill Development through Vocational Education.
CC011015

OEC-300-79-0762
Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.
CC011021

OEC-300-79-0796
Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.
CC011017

OEC-300-80-0213
Southeast Curriculum Coordination Center.
CC013003

OEC-300-80-0214
Western Curriculum Coordination Center.
CC013001

OEC-300-80-0680
Degrees and Other Formal Awards Conferred between July 1, 1977.
CC063004

OEC-300-80-0791
Community-Based Career Guidance Program for Black Women.
CC040016

OEC-300-80-0937
Improvement of Related Instruction in Apprenticeship Programs.
CC011028

OEC-300-80-0956
Energy Conservation Vocational Instructional Materials.
CC011025

OEC-300-81-0039
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020006

OEC-300-81-0040
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020004

OEC-300-81-0043
Demonstration and Validation of a Comprehensive Elementary Secondary Career Education Project in a Local Setting.
CC020005

OEC-300-81-0055
Characteristics of Students in Noncollegiate Postsecondary Schools.
CC063007

OEC-300-81-0140
Secretary's Award of Recognition (Secretary's Award for Outstanding Vocational Education Programs).
CC011034

OEC-300-81-0241
East Central Network—Illinois Vocational Curriculum Center.
CC013007

OEC-300-81-0242
Midwest Curriculum Coordination Center.
CC013008

OEC-300-81-0256
Special Summer Vocational Program.
CC011035

OEC-300-81-0282
Establishment of a Committee on Women's Employment and Related Socia Issues.
CCO11033

OEC-300-81-0306
Contribution of Business and Industry to the Vocational Education of Inner City Youth and Adults.
CC011037

OEC-300-81-0352
Utilizing Vocational Education to Improve Productivity.
CC011036

OEC-300-81-0419
State Dissemination Plan for Vocational Education.
CC011038

OEC-300-81-0436
Develop a Paraprofessional, Rurally Oriented Home and Family Health Training Program.
CC011039

OEC-300-81-0437
Linking Community-Collaborative Comprehensive Programs of Career Guidance with Youth Education and Employment Initiatives.
CC011040

OEG-00-78-03187
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

OEG-00-79-02257
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

OEG-00-79-02259
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

OEG-00-79-02260
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

OEG-00-79-03143
Urban Educational Center Associate Degree Project.
CC040010

OEG-00-79-03417
Alternative for Professional Textile Arts Training.
CC040003

OEG-00-79-04450
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

OEG-00-79-05162
Practical Management and Organizational Development Training.
CC040006

OEG-00-80-01917
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

OEG-00-80-02127
Education of the Handicapped Adolescent: An International Analysis o Model Interventions.
CC050010

OEG-00-80-04280
Smith Management Program for Women.
CC040013

OEG-00-80-04289
Worker Education for Worker Ownership.
CC040023

OEG-00-80-04759
Phototypesetting Specialization in a Printing and Publishing Program
CC040019

OEG-00-80-05083
Community Health Advocate Program of Yakima Valley.
CC040021

OEG-00-80-05084
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

OEG-00-80-05087
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

OEG-00-80-05887
Measurement of Outcomes of Management

Education: A Feasibility Study
CC040017

OEG-00-80-05946
University of Connecticut Health Science Cluster Program (HSCP).
CC040022

OEG-00-80-06117
The Apparel Worker in New England: Mobility and Education.
CC040020

OEG-00-81-02421
Job Mobility for Youth.
CC040031

OEG-00-81-02422
Improving Access to the Medical Professions.
CC040030

OEG-00-81-02423
BRIDGES: A Program for Unemployed Youth.
CC040025

OEG-00-81-02424
Individualized Programming for Youth.
CC040027

OEG-00-81-02425
Short-term Residential Schools for Young Comprehensive Employment an Training Act (CETA) Women.
CC040028

OEG-00-81-02426
Comprehensive Employment and Training Act (CETA) Youth Training Project.
CC040026

OEG-00-81-02427
Targeted Jobs.
CC040032

OEG-00-81-02429
Business Education and Specialized Training for Jobs (BEST JOBS).
CC040024

OEG-00-81-02453
Chemical Technician Skills Training Program.
CC040029

OEG-99-1-3075-17-78
National Career Education Infusion Project: Integrating the "Occupational Outlook Handbook" into the General Education Curriculum.
CC020003

OEC-300-78-0032
Using Labor Market Information in Vocational Education Evaluation an Planning.
CC012048

20-11-80-29
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

20-11-80-50
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004

400-80-0107
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

APPENDIX

VOCATIONAL EDUCATION GRADUATE LEADERSHIP DEVELOPMENT PROGRAM

VOCATIONAL EDUCATION GRADUATE LEADERSHIP DEVELOPMENT PROGRAM

ALABAMA (6)*

Auburn University
Auburn, AL 36830
E. L. Kurth
OEG-00-78-03125
Project No. 503AH00001
Congressional District 2

CALIFORNIA (9)

University of California-Los Angeles
Los Angeles, CA 90024
Larry Erickson
OEG-00-78-03129
Project No. 503AH00002
Congressional District 39

COLORADO (27)

Colorado State University (21)
Ft. Collins, CO 80523
Duane L. Blake
OEG-00-78-03131
Project No. 503AH00003
Congressional District 4

University of Northern Colorado (6)
Greeley, CO 80639
Robert Barnes
OEG-00-78-03134
Project No. 503AH00004
Congressional District 4

FLORIDA (6)

Florida State University
Tallahassee, FL 32306
Dolores Robinson
OEG-00-78-03130
Project No. 503AH00005
Congressional District 2

IDAHO (6)

University of Idaho
Northwestern Consortium
Moscow, ID 83843
James Bikkie; William A. Bakamis
OEG-00-78-02943
Project No. 503AH00006
Congressional District 1

ILLINOIS (11)

University of Illinois
Urbana, IL 61801
J. M. Slater
OEG-00-78-02942
Project No. 503AH00007
Congressional District 21

MARYLAND (6)

University of Maryland
College Park, MD 20742
Donald Maley
OEG-00-78-03128
Project No. 503AH00008
Congressional District 5

*Numbers in parentheses indicate number of awardees originally assigned.

MINNESOTA (14)

University of Minnesota
Minneapolis, MN 55455
Jerome J. Moss, Jr.
OEG-00-78-03132
Project No. 503AH00009
Congressional District 7

NEBRASKA (7)

University of Nebraska-Lincoln
Midwest Consortium
Lincoln, NE 68508
Hazel Crain
OEG-00-78-03123
Project No. 503AH00010
Congressional District 1

NEW JERSEY

Rutgers, The State University
New Brunswick, NJ 08903
Charles Drawbaugh
OEG-00-78-03122
Project No. 503AH00011
Congressional District 15

NORTH CAROLINA (6)

North Carolina State University
Raleigh, NC 27607
Joe Clary
OEG-00-78-03127
Project No. 503AH00012
Congressional District 4

OHIO (15)

The Ohio State University
Columbus, OH 43210
Aaron J. Miller
OEG-00-78-03133
Project No. 503AH00013
Congressional District 15

OKLAHOMA (7)

Oklahoma State University
Stillwater, OK 74074
Lloyd Wiggins
OEG-00-78-03135
Project No. 503AH00014
Congressional District 6

OREGON (7)

Oregon State University
Corvallis, OR 97331
Sharon Wallace
OEG-00-78-03124
Project No. 503AH00015
Congressional District 14

PENNSYLVANIA (6)

Temple University
Philadelphia, PA 19122
Calvin Cotrell
OEG-00-78-02944
Project No. 503AH00016
Congressional District 3

TEXAS (5)

East Texas State University
Commerce, TX 75428
Webb Jones
OEG-00-78-03118
Project No. 503AH00017
Congressional District 4

VIRGINIA (10)

Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
Samuel Morgan; Nevin Frantz
OEG-00-78-03126
Project No. 503AH00018
Congressional District 9